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Education for

God and Country

November with its religious, educational, and patriotic activities affords the Catholic school many opportunities to emphasize its motto: For God and Country. These opportunities are discussed on page 287 (Planning by the Month and the Year).

"Catholics and Community Activities" has been announced by the N.C.E.A. as the theme for a Catholic Education Week (Nov. 8-14). Important principles of Catholic education are discussed in Father O'Leary's paper on Mental Hygiene and in several other articles. The supreme objective of forming "other Christs" is the theme of Father Smolar's discussion.

The great importance of good literature justifies a Catholic Book Week (Nov. 15-21), and we have given special attention to this phase of education in this issue. Note especially, Sister Dominic's article on the Elementary Library. The Catholic Library Association, at its national convention last summer, sponsored the development of a central library in every Catholic elementary school. Sister Dominic's paper and the series of articles by Sister Celeste (to be continued next month) will help you to plan the library for either an elementary or a high school.

Armistice Day will motivate the Unit on American Citizenship (page 288) and the patriotic program (page 290). And we offer a new song for Thanksgiving Day (page 293). *Gratias agamus Domino Deo Nostro.*

The N.C.E.A. has just announced that its 30th annual meeting will be held at Buffalo, N. Y., April 26-28.

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How Schools Are Keeping the Pace in Wartime



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- ... larger classes and increased teacher burden
- ... greater emphasis on vocational training
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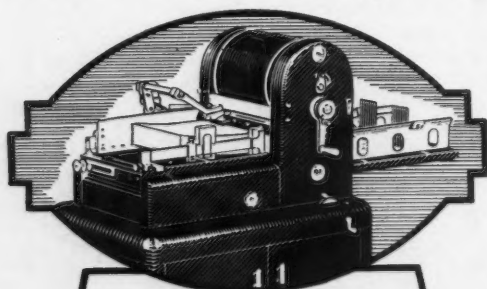
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The CATHOLIC SCHOOL JOURNAL

Vol. 42

NOVEMBER, 1942

No. 9

Mental Hygiene Problems of Childhood*

Very Rev. W. D. O'Leary, S.J., M.D.

MENTAL hygiene problems of childhood may be considered from two general points of view; namely, from the adults' point of view when we would be really dealing with problem children, or from the child's view or child's problem. By this I mean that we might consider those conduct problems in children that cause adults so much trouble, as lying, stealing, etc., or we may look at the problems of life from the side of the child so that we may better understand the origin of these difficulties. It seems much more important to take the latter approach — to put ourselves in the child's place as much as possible. The child is most dependent on the adult and consequently the problems of the child or of childhood are greatly minimized if we realize what the world (including ourselves as adults) means to the child, and when we speak of his world we mean his environment, and when we speak of his environment we mean particularly the *people* with whom he has to live.

The Personal Environment

It should be clear that the personal element in a child's environment is far more important than the mere material. A child may be surrounded by luxuries and all possible conveniences, advantages, etc., but if he is also in the midst of neurotics, or near neurotics he is unfortunate indeed, while the extremely poor child in a hovel, even somewhat undernourished but among generous, loving, understanding persons is far better off. Chesterton once said "It is a strange thing that we have such beautiful children and such queer parents." And that, of course, is the source of many mental hygiene problems.

This naturally brings up the old discussion of heredity and environment — but we will not enter into that here. We will assume in this paper that we are dealing

EDITOR'S NOTE. Father O'Leary presents a good summary of the background necessary for an understanding of the mental and emotional problems of childhood, and pleads for the preservation of the "unity, security, and general peace of home life" as the best means of avoiding mental conflicts.

We shall welcome further discussion of this subject with particular reference to the effects of the war on the adolescent, mentally, emotionally, and morally, and specific suggestions to teachers for counteracting whatever is evil or undesirable in these influences.

with more than a sow's ear in our endeavor to make the silk purses of adjusted individuals. We will take the bundle of flesh that has been given us by some combination of chromosomes and do what we can with it. We will concern ourselves, then, mainly with the child's environment in which we will find several distinguishing features that will give us a better insight into a child's world.

The Child Craves Security

First of all the child's smallness.¹ Almost everything with which he comes in contact, especially in a personal sense, is larger than he. It is quite natural that he comes to feel that he is insignificant and does not amount to much.

Secondly, and closely related to this is his physical weakness. There are so many things he would like to do but which are either out of his reach or beyond his power to move. He feels this weakness too in the

manner of expression. He has very definite ideas about what he wants but he is unable to express himself correctly or at least understandingly.

Many problem children result from the effort made to overcome this weakness or to compensate for it by exerting power over the adults in charge of them. Temper tantrums, queer eating habits, and all those things that go to make up "the spoiled child" usually arise from the desire of the child to demonstrate his power over others. Some psychologists even speak of an innate "will to power."

Thirdly, there is so much of the mysterious in the world — so many difficult concepts to grasp — for example, the concepts of time and space. It is not absurd at all for him to cry for the moon until he learns by the hard way the common phenomenon of judging distance. And time is a baffling problem. Who has not heard the child ask "Well, when is tomorrow?" He lives in the immediate. The "now" is the only time that makes sense. Even in his seventh and eighth year the interval between the beginning of school in September and the following June represents something bordering on one of the prehistoric measurements of the paleozoic age.

Fourthly, children are not sure of the norms of conduct and hence they are never quite at ease regarding their acceptance in a strange situation. We may realize too how many situations are strange when we consider how relatively limited is their normal or familiar environment — mother, the cook, the dog, a few brothers or sisters or playmates. Almost anything else is strange.

Fifthly, there are so many things which are unknown to him. For the adult it is an adventure to go to a new or strange city, but for the child a half-open door offers all kinds of possibilities. He might find Alla Baba and the Forty Thieves or the old lady

*Read at National Conference of Catholic Charities and Society of St. Vincent de Paul at Kansas City, Mo., Sept. 27-30, 1942. The author is the president of Spring Hill College, Spring Hill, Mobile, Ala.

¹Allers, R., *Psychology of Character*.

searching the cupboard for a bone. It is easy for him to picture almost anything as possible—for instance, his daddy's ability to subdue singlehanded the major portion of a jungle of wild beasts. I know a young girl (old enough to know better but still blessed with a child's naïveté) who was a notorious tomboy and who had all her little boy friends making a novena that she might be turned to a boy—if her prayers had been answered it would not have surprised her. There is nothing unusual to the child's mind in finding a nickel under the pillow instead of the recently extracted tooth.

In all these attitudes of mind we can find one common denominator; namely, a definite lack of security. He is constantly trying to reassure himself of his standing with grownups in various ways, from the frank, blunt question "Do you love me?" to the many subtle efforts to elicit praise or commendation. With this in mind, we may ask whether there are any fundamental needs in a child's mental life. If our previous deduction is true that there seems to be a common denominator of a lack of security underlying the general attitudes, then these fundamental needs should center around the elimination of such lack of security. To put this same idea in a positive statement we might say that the child needs to feel that he is wanted, that he is loved, that he amounts to something, and that he is in general acceptable to others.

The Child's Needs

We may class the needs in three main groups, namely:²

1. The need for affection.
2. The need for recognition.
3. The need for understanding.

1. The need for affection is rather obvious—or should be. During his very early years the baby is so totally dependent that he does practically all "receiving"; that is to say, he has nothing to contribute, except love. He wants to bestow this love on those around him and when his timid efforts to demonstrate this affection are rejected, he is hurt, disappointed, and quite frankly puzzled. He wants to be loved and he cannot understand why everyone is not similarly constituted. We have often noticed children who cried or hurried out sulking if a harsh word happened to be directed at them.

It is said that Dr. Holt, the famous pediatrician, had an unailing prescription for babies on the ward who were taking nourishment poorly. The prescription was "take the baby up and pet him three times a day." In the contagious wards of the Boston City Hospital the children were isolated from friends and relatives so that the nurses and interns found it necessary to do much more fondling than on ordinary pediatric wards.

The American mother (Mrs. Berry)

²Understanding Children—N. Y. State Committee on Mental Hygiene.

when asked how she was so successful in rearing such a large family is said to have said "I gave them a lot of love and much wholesome neglect." This is excellently expressed for it implies the right kind of love; that is, not the gushing, oversentimental love, but the kind of warm welcome that makes the child feel that he "belongs" and hence the wholesome neglect made possible by mutual understanding.

2. The need for recognition may be included in the need for affection but it adds a specific and important element. The child not only wants to feel that he is loved and is wanted but there is also a strong desire to contribute something to the world. When such a contribution is made he wants it recognized. He knows that he cannot do everything but he does feel that he can do something and he wants a chance to show what he can do.

He needs to be made to feel that he is a real person, with rights and obligations of his own. This feeling is extremely necessary in establishing the proper amount of self-esteem to be built on throughout life.

The importance of proper self-esteem cannot be too strongly stressed. We may even picture a sort of thermometer registering self-esteem with the normal, say at 100. The well-adjusted child will show a thermometer reading somewhat above 100, whereas the "hen-pecked" child with feelings of inferiority will register well below the mark. I have found many delinquents whom I considered to be almost at zero and their behavior improved as we lifted their self-esteem. For example, by giving a hair wave to a delinquent girl.

3. The need for understanding. Here the important thing to bear in mind is that the child has feelings of his own. We too often consider the facts in the case rather than how he feels about these facts. Some people hold that we cannot understand children. Certainly we shall never do so unless we consider their feelings. It is difficult at times to understand the feelings, or to interpret the feelings of a child but this is chiefly due to the common error of looking on a child as a small adult. We think in terms of our own feelings rather than in terms of the child. A child's sense of justice, mercy, loyalty, devotion, heroism, etc., are extremely idealistic. We must carefully initiate him into the crude realities of the world and help him adjust himself to the injustices, deceit, and double dealing of the world. He must meet the world but we can help him greatly. We should not wait for the onset of adolescence for this, although more adjustment is needed to make the adolescent more realistic.

In all of this we have not mentioned mental hygiene problems but these fundamental needs of the child and their attitudes toward the world form the very essence of prophylaxis; that is to say, there would be no problem if we knew enough of the child's mind and were able to adjust him to his environment.

The problems arise largely from the

emotional life of the individual—whether child or adult. Fears, anxieties, indecision, stuttering, are frequent causes of trouble. They are causes of trouble to those in charge of children, but they are really results of still more deep-seated causes. Fears, anxieties, and the like usually arise because some, or all the fundamental needs of the child have been neglected and for this reason we considered those needs first. After all, a problem is caused by some lack of harmonious operation, whether in a machine, an organization, or an individual. In the absence of fundamental needs there arises a sense of insecurity with all of its train of undesirable camp followers.

The sense of security needed is closely related to the first fundamental need mentioned, namely, need of affection. We may state this as a sense of being wanted—a sense of being a real part of a family or group. Children will go to great lengths to "buy" their way into a group and I have known delinquent boys who stole consistently merely to give to boys in whose group he was anxious "to be wanted." On the other hand, the realization that he is *not* wanted is the cause of the most troublesome problems such as running away.

Influences of War

If we assume that a sense of insecurity is the cause of much trouble in the normal life of the child, we can readily realize that a war emergency will create many more and different situations of physical as well as mental insecurity.

If trouble arose because the child felt insecure in his position in the home, how much more may be expected when he is led to believe that his very home itself is in danger? Adults in the family, at school, and on the street speak rather casually about the possibility of an air raid, but the child takes the majority of statements very literally and his vivid imagination begins to picture mass destruction on all sides. Almost anything is possible in his realm of fancy. Weird tales of "secret weapons" and the horrors inflicted by the enemy on captives, even on women and children, create in his mind a devastating futility, a hopeless lack of defense against such overwhelming forces. But this very vivid imagination of the child can be used to great advantage in adjusting to the environment of war. We can show him that we have many "secret weapons" on our side, we have brave men and fine equipment all for his protection. He has heard of the success of the FBI or the G men in "getting their man" and he understands that it takes time to track down desperadoes so he can be shown that it will require time, patience, and effort in overcoming international bandits.

It has been objected that too many toys are modeled along lines of war such as tanks, machine guns, antiaircraft guns, etc. But I am inclined to think these toys form a good outlet for his imaginary defense of the country as a whole.

Recently I was walking down a residential street when suddenly a boy of about five years rode out on his tricycle from behind a hedge, riddled me with imaginary bullets from his machine gun, and very solemnly rode back to cover.

Insecurity of Home Life

One of the chief causes of insecurity is the broken home. A home may be broken in the strict or actual sense of definite divorce or separation of the parents or it may be relatively broken for although there is superficial integrity the parents are scarcely on speaking terms. The reasons for insecurity in such cases are obvious.

In time of war this factor is tremendously increased—fathers in the army or employed away from home, mothers occupied with volunteer work or holding salaried jobs, homes crowded with visitors, war workers, or roomers, and many other abnormal situations endangering the unity of home life.

If many problems arise from insecurity in homes during normal times we can readily realize how these abnormal shiftings affect the child. Army officers' children or the children of executives of large corporations who are frequently moved from place to place, find problems arising in the mental life of the child from the constant rooting up of home ties. I knew a college executive who had been moved rapidly from city to city and who complained that his very bright little girl was developing a bad case of "the jitters."

Restlessness of Youth

Uncertainty and restlessness are closely related to insecurity and since childhood and youth is noted for its restlessness we may expect a marked increase in this restlessness with the uncertainty of the present time. The spirit of adventure, ever present, is fostered by the advent of a large camp in the neighborhood, the departure of many young men from a small town, and the epidemic of early marriages. All these events are reflected on the child and stimulate his zest for adventure. W. I. Thomas in his *Adolescent Girl* adds a fourth need to the three already mentioned as fundamental needs. He calls this the need for new experience. Whether fundamental or not it is surely quite deep seated. Run-aways are more frequent and a general increase in delinquency has been reported.

Delinquencies of an antisocial nature such as stealing, destruction of property, and gang activities follow along with the general unrest and civilian displacement. Officers of the law are too busy with more acute problems arising from this unrest and overcrowding to pay sufficient attention to juvenile "outlaws" who in the absence of the normal restraints of the home, become bolder and more disrespectful of authority. In many cases too the efficiency of the police force has been greatly decreased on



"SUFFER THE LITTLE ONES TO COME UNTO ME
FOR SUCH IS THE KINGDOM OF HEAVEN."

Reproduced from *The New World* (Chicago)

This Picture Expresses Graphically the Reason for the Catholic School. It is an excellent editorial for *Catholic Education Week*.

account of the heavy demands for manpower.

Oversolicitous Parents

Many other problems which were troublesome enough in peacetime became intensified in war crises. For instance, the child of oversolicitous parents is full of fears, uncertainty, and anxiety. But the rapidly changing pattern of a war crisis makes these parents even more solicitous and the child more neurotic. Perhaps, it is too early to obtain actual figures but we will no doubt find an increase in nail biting, lies of all kinds, bed wetting, and night terrors in the past year.

While we can all realize that the present unsettled condition of affairs forms a fertile ground for problems of mental hygiene in children, still we should be on our guard against the development of a species of fatalism reaching the conclusion that nothing can be done about it. We should go

further and avoid in the presence of children any reference (or as few references as possible) to the "evils of our times," the "what-more-can-you-expect" attitude. Children are quick to take advantage of any excuse possible for bad or unconventional conduct. We have an excellent example of this in controversies between parents and teacher, where the child plays both ends against the middle.

I recently saw an excellent cartoon illustrating this tendency. Two small boys were hiding behind a tree while two healthy looking ladies were striding angrily in their direction waving switches. One boy said to the other "We will just tell them that it was due to the restlessness of the war!" The best general therapeutic measure then will be to maintain, whenever possible, and with all the energy possible, the unity, security, and general peace of home life if we are to keep the little minds hygienic and avoid mental hygiene problems.

Applying Psychology to Discipline

Sister Rose Gertrude, C.S.J.

DISCIPLINARY problems of a more or less serious nature will at times intrude into every classroom, and no teacher should enter this sanctuary of character training without being keenly aware of this fact, and prepared in advance to cope with the situation. The teacher is not to measure her success in the profession so much by the rareness with which she meets these problems as by the manner in which she deals with them and above all by the effect her treatment will have on the character and personality of the pupil who is the subject of the difficulty.

The more careful the analysis of any problem, the more nearly correct should be its solution. Consequently our first objective will be to get a thorough, scientific analysis of the problem in hand. After studying this detailed layout of the various factors involved and their respective interrelations, our next aim will be to develop an objective attitude toward this problem. This is absolutely essential. We must stand apart, as a third party, and, as we carefully proceed in our analysis, be alert for any avenue providing a clue. We must search for the difficulty that is responsible for that phase of the problem, often the least serious, that has come to our knowledge, definitely aware of the fact that the more serious root of the difficulty is not apparent at all, but lies deeply hidden in some little heart and mind.

Then, having objectively surveyed the case as a whole, and quite definitely located the most probable causes of the difficulty, we shall proceed to apply those principles of psychology pertinent to our findings, in order to bring about a solution that will insure the greatest benefit to our charges.

Some of the Problems

The disciplinary problem under discussion in this paper is the wrong attitude toward authority manifested by the pupils, first, in a lack of respect for the teacher. This manifestation may take on various forms, such as failure to comply with formal commands or disregard for school rules which have been formulated by the teacher, in order that all schoolwork may proceed as quietly and efficiently as possible. Further this may show itself in disrespectful posture when in the presence of the teacher, especially while being spoken to by her, or in a definitely discourteous and disrespectful manner of addressing her or answering her questions. This lack of respect may also be noted in a pupil's sneering at a remark made by the teacher, in willful stubbornness, or in a spirit of independence which insists on

EDITOR'S NOTE. The significant feature of Sister Rose Gertrude's article is that it seeks the source of problems of discipline first in the teacher's defects or failures. This is a healthy attitude. Too often our pedagogical literature seeks the source of classroom troubles in the parents or the pupils or the principal—in anybody but the teacher.

"doing as I please" regardless of all rules and commands to the contrary.

The second way in which this faulty attitude manifests itself is in a spirit of antagonism. This spirit, once it enters a classroom, creates an atmosphere of strained teacher-pupil relations and not infrequently it leads to open rebellion. It puts every pupil, animated by it, on his mettle, anticipating an unfair attack from the teacher, and it daily fires him with renewed determination to fight back and hold his own. Needless to say, such an atmosphere in a classroom spells defeat of its own purpose for education.

Finally this wrong attitude is shown in a lack of confidence in the teacher on the part of the pupils. This again is the fruitful source of many disciplinary problems and in itself is the certain blight of any hope to solve such problems. No teacher can hope to solve any disciplinary problems for her pupils until she establishes or regains that confidence. Pupils who, for any reason whatever, have lost confidence in the teacher, will have no regard for her authority, wishes, or plans. They will have no faith or interest in her efforts to help build character, or in her ability to be the guiding light in their quest for knowledge, however weak or strong their urge along this line may be. Thus the lack of confidence results not only in the breaking down of school morale, but in a general lack of interest in daily school tasks and any other activities the teacher may inaugurate.

Some of the Causes

But every effect has a cause, and many disciplinary problems become serious and seem to evade all efforts at solution because of a lack of attention to their causes. Consequently having thus analyzed the problem, our next endeavor must be to develop an objective attitude toward all factors involved and direct our attention to causes.

First among the causes of any and all disciplinary problems one may safely list lack of emotional control. "It is almost self-evident that one who cannot control

himself, cannot control others."¹ A teacher who lacks sufficient emotional stability is in no position to cope with a situation demanding the establishing of discipline. Her highly emotional state calls forth a like reaction from her pupils. Her lack of calmness in viewing the situation and in reasoning out the problem results in the application of wrong measures or in the faulty application of correct measures. Her lack of poise, her passionate outburst, destroy all confidence and respect in the hearts and minds of her pupils. The teacher, and she most of all, through woe-ful ignorance or lack of effort in acquiring self-control, may cause many quite normal reactions of pupils to develop into serious disciplinary problems.

Second among causes ranks the negative approach, "always bad," used by the teacher. Since the teacher may, however, be unconscious of her allegiance to this false code, we shall briefly note a few of its leading tenets.

To many teachers it seems so much simpler to merely say "Don't do that, Billy," than to select from a prepared mental list some useful task that will assist Billy in burning up some of that surplus energy. A negative command not only seems simpler but for the moment it may appear a time and energy saver for the teacher. However, let her not be deluded; that slight error, if such it may be called, especially if frequently repeated, will ere long demand its heavy toll of more than time and energy in a real disciplinary problem. Should the teacher be surprised if her constant efforts at suppression finally accomplish lack of interest, lack of effort, lack of achievement? Many sorely tried and tense teachers are daily, nay hourly, creating their own disciplinary problems by the use of too many "don'ts."

Another avenue of negative approach is insufficient praise, and its complement, being too apt to blame. Should any pupil step aside, within ever so small a margin, from the proverbial "chalk line," we feel in duty bound to call his attention to this fault and according to the seriousness of the offense, to admonish and punish him. This may be praiseworthy, for we must guard our protégés against those fatal first offenses. But are we not at times rather inconsistent? Do we feel as strictly bound to give due praise and speak words of much-needed encouragement when one of these same little charges has done his duty, and has done it in a creditable manner? But shouldn't we? and this even though the good act may appear very

¹J. B. Sears, *Classroom Organization and Control* (Boston: Houghton Mifflin Co., 1928), p. 79.

trifling and insignificant? Can we ever determine accurately the effort this one act entailed? Would a careful analysis of our customary mode of procedure here not reveal a woeful neglect, a neglect breeding disciplinary problems?

A third cause in the category of negative approaches is the teacher's lack of confidence in her pupil's ability to succeed, due to the fact that she just "expects too much." Her standards are set high and all must measure up to them. No provision is made for individual difference and in some cases not even for just normal capacity. No pupil can react normally, not to say perfectly, when daily, his best efforts result in failure. Discouragement is certain to follow and it quickly develops into discontent and dissatisfaction. One thus afflicted is easily caught by the spirit of antagonism and a problem presents itself.

The fourth cause which naturally falls in with the negative approach is a lack of opportunities for self-expression given to pupils. This again is due to the fact that we aim at suppression rather than construction. Boys and girls are veritable pressure tanks of energy clamoring for release and unless provision is made in the school program for this normal tendency, a problem, or a series of problems, is certain to ensue. This tendency is especially characteristic of the preadolescent and adolescent, in the former as "restless activity"² and in the latter as "a new-found individuality" which he must express and often does in "smoking, gambling, breaking windows, or being disrespectful to his teacher in school."³

Solving the Problems

Our diagnosis of the case having revealed the above-mentioned causes, we shall now proceed to apply those psychological principles that will aid in the solution.

To solve our problem, we must be prepared to do two things: face the situation honestly and courageously, and apply the proper remedies where needed.

If the lack of emotional control has been the chief cause of many of our disciplinary problems, then the acquisition of poise will be a first step toward solution. By poise here we do not mean that worldly affectation intended as a camouflage. For us, religious teachers especially, this poise rests first and always on that conscious indwelling of the Holy Spirit in our hearts. Living that life of intimate union with our heavenly Spouse, viewing ourselves as mere tools in His hands which, if pliable, He may use to accomplish His divine will, largely solves the difficulty in this problem. Conscious of our dignity as God's instruments, we must try to cultivate the poise this exalted position demands, and conscious of this indwelling, what cause is there for worry and anxiety? If only we

place no obstacle in the way, the all-wise, all-powerful God of our hearts will work in and through us as His instruments, and all will be well. We shall follow His principles in applying corrective measures, thus safeguarding the character and personality of each individual child.

The solution of the negative approach situation naturally lies in a positive approach. This may be made through the following channels: Command positively. It is so much easier and pleasanter for a child to do what he is told to do, than to remember and comply with a whole litany of "don'ts." Our aim should be to direct his dynamic energy along right channels, not to dam every avenue of escape for God-given tendencies and drives. "It is a grave injustice to rob a child of his initiative or undermine his confidence in his own abilities."⁴ Emphasize proper behavior and above all avoid nagging about mistakes. The best deterrent for wrong-doing lies in suggestions for worth-while accomplishments presented to the child in an interesting way. Thus, realizing that we can have little success in combating normal tendencies, let us endeavor to enter upon a constructive program of assisting our pupils in using every ounce of their energy to accomplish something worth while.

A second channel through which we may make our positive approach is that of proper motivation. By motivation we mean an inner drive toward a definite goal, prompted by a desire to accomplish something worth while for the individual himself, and nourished by a certain amount of pleasure and satisfaction derived from the achievement. If the type of motivation we use is to prove satisfactory, the work we require from our pupils must become interesting in itself. Proper motivation may follow these lines: In the teaching of subject matter, begin with something that is interesting, satisfying, and related to the child's past experiences and present interests. Endeavor to show him how the work in hand will fill some definite present or future need. Recognize and approve good work. This will inevitably stimulate greater and more sustained effort in future tasks, for all boys and girls, and adults as well, have an intense desire for social approval. Furthermore, they really want to succeed in anything they undertake, so let the teacher set this as her goal: every child must succeed in something and must be made conscious of his success. Since children, hindered by their immature powers of judgment, cannot correctly evaluate their own accomplishments, they necessarily rely on the teacher to supply that impetus which comes from an assurance of "well done," and oh, how little the teacher sometimes realizes or reflects on the power that hinges on her expressed approval or disapproval. How much disciplinary trouble she could prevent by a

judicious use of this powerful instrument. If only she employ approval of good conduct, pleased recognition of progress, be it ever so slight, praise of any effort on the part of her pupils to battle against evil tendencies, or to measure up to standards, even though this effort may appear spasmodic and very mediocre, she will have already largely solved many of her problems. Though it may never be apparent, there is in every boy and girl an earnest desire to be worthy of the friendship of their fellow pupils and of their teacher as well, and we must make possible the fulfillment of that desire, if we expect to succeed in our almost divine task of molding character.

Train the Will

Our final goal in all motivation must be the training of the will, self-discipline, an earnest desire on the part of each pupil to do right because it is right. Mere external force will accomplish little of lasting result. True discipline must be initiated from within, it must spring from the will to do right, so that it will carry over and influence conduct in later life.⁵ All our efforts to help our pupils must therefore be permeated by a religious spirit; religious principles must be the "thread of all-sustaining beauty" running through every motive we inculcate, giving it value and constancy.

The third step in the solution of our problem concerns the teacher's attitude toward her pupils. May we not say the teacher's power of controlling the reactions of her pupils is largely determined by her attitude toward them and her manner of dealing with them? After all, our boys and girls are the keenest judges before whose scrutiny the teacher must pass, and whether she expresses the fact in definite terms or not, they are quick to detect how much confidence she places in their ability to succeed. There is an old educational adage "nothing succeeds like success." Unless the teacher evinces clearly her conviction that each pupil has the capacity for some degree of success along certain lines, she is overlooking the important first rung on the ladder of successful teaching. By objective charts and similar devices the teacher should endeavor in every way possible to point out to each individual pupil his errors, his weakness, but above all his constant progress and ability to succeed. This, with a few words of well-merited praise and encouragement will prove a great help to some of her less gifted charges in becoming wholesome members of society.

Provide for Self-Expression

To keep all pupils interested, satisfied, and working up to their ability, provision must be made for opportunities for self-expression. Some good teacher may be a

²Paul H. Furfey, *The Growing Boy* (New York: The Macmillan Co., 1930), p. 109.

³*Ibid.*, p. 138.

⁴R. C. McCarthy, *Training the Adolescent* (Milwaukee: The Bruce Publishing Co., 1934), p. 77.

⁵W. A. Kelly, *Educational Psychology* (Milwaukee: The Bruce Publishing Co., 1940), p. 175. Cf. Johann Lindworsky, *Training of the Will* (Milwaukee: The Bruce Publishing Co.).

bit "leery" of the manifold suggestions for "the play way in education," "pupil-centered curriculums" and other such recent experiments. This may be praiseworthy, but let her not make the mistake of thinking that the straight-laced program to which she has been rigidly adhering for the past quarter century is the only safe way in education. We must keep our feet on the ground, and not let ourselves be carried away by every new fad in education, but we must be modern enough to outline a program in which provision is made for pupil-initiated and pupil-managed activities. Pupils should be given a reasonable amount of opportunity for expressing their own individuality. Here socialized recitation and project work have proved valuable. However, such a program can be carried on efficiently only when the teacher herself is well prepared for her part of the task and has definite plans for its management. It may be well to say a word on preparation and lesson planning.

A teacher entering her classroom unpre-

pared for her day's work unconsciously, but nevertheless really, sets the stage for disciplinary trouble. Assignments, not properly planned, seem to the child purposeless and so kill all interest. Only when lessons are properly planned, can the teacher expect to hold the attention of her class. Her assignments must be definite, and yet flexible enough to allow for individual differences. They must follow one another in a series, all keyed to a definite objective, and the child must be conscious of this aim—he must know exactly what is expected of him. In planning her presentation, the teacher should aim to make a human appeal, to make these subjects live and thus stimulate her pupils to further research. She must plan so that the work is sufficiently difficult to produce a feeling of satisfaction in its accomplishment, and yet not so difficult as to cause failure and discouragement. In all this she must provide for pupil activity, in assisting in planning as well as in management. Needless to say such a program will demand much time

and energy, but only thus can the teacher hope to be an effective instrument in developing human character to the highest form of which it is capable.

Self-Discipline for All

The prevention and solution of disciplinary problems are an essential part of our educational program. Proper motivation will hinder the development of at least some of them while knowledge of their hidden causes will greatly lessen the possibility of many of them becoming serious. The aim of education is construction, promotion; not suppression. All discipline should aim at self-discipline, and the motive power for self-discipline must come from within; it lies in the will properly trained. Every teacher should know or learn the causes of certain types of conduct in children and apply corrective measures based on psychological principles. Problems must be met and solved—may their solution always redound to the greater good of the child.

Are Your Pupils Other Christs?

Rev. Joseph A. Smolar, C.P.P.S.

IN HIS encyclical, "Christian Education of Youth," Pius XI expressly declared the principal aim and objective of Catholic Education to be the formation of Christ in those regenerated by baptism. Sister Mary Charitas, S.S.N.D., in her article, "Guidance in the Elementary School," in the March, 1941, issue of THE CATHOLIC SCHOOL JOURNAL, admirably handled this declaration of the Pontiff from the viewpoint of the development of the personal moral character of the student. It is the purpose of this article to stress another aspect of the Pope's educational aims, one that is fraught with infinite possibilities for the creation of a new social order—the development of the social moral character of our school children. During his pontificate, Pius XI realized vividly that the great problem confronting the Catholic Church during the postwar period was no longer apologetic but social. He spent all his energy in seeking the solution of this problem. Today, fortunately, the Pope's view is gaining greater consideration among Catholics. At all Catholic conferences and gatherings, the Pope's views on labor, just wages, strikes, charity and justice in the settlement of labor disputes, the care of the poor, unjust discrimination against the Negro, and a hundred and one other sociological problems, are warmly discussed. It is rapidly becoming evident to all that it is time for Catholicism to cease its mock joust with the straw man of Protestantism, and bend all its energies to the solution of the modern social questions that are gradually draining her of her members, and hindering

EDITOR'S NOTE. Teach the Mystical Body of Christ in the elementary school, says Father Smolar. Just infuse your present program with the knowledge and spirit of this doctrine. It is a renewed emphasis on the importance of the laity in the Church. Catholic education must make an "alter Christus" of each person. Let St. Paul tell you how.

greatly her future growth and expansion. Because of her singular mission and purpose in the world, the Church has always had a solution for the peculiar questions of every age. The present-day problem is no exception.

Teach It to the Little Ones

As the present social order is slowly but surely collapsing under the repeated blows of the various ideologies rampant in the world, the Church through her representatives, the popes, has placed and continues to place before her members, for their study and practice, the multiple social relationships of Christians to one another and to non-Christians, in the doctrine of the Mystical Body. Witness the Liturgical Movement with its emphasis on communal or social prayer; *The Catholic Worker* in its practical application of the doctrine of the Mystical Body to suffering mankind; the ACTU in its fight for the Catholic principles of charity and justice for all (black and white) in the labor unions; and the many other forms of Catholic Action for

restoring "the peace of Christ in the kingdom of Christ." The doctrine of the Mystical Body alone develops both the personal and social moral character of the individual Catholic, and marvelously fulfills a vital need of the present age. Yet even today the efforts to put the doctrine of the Mystical Body into universal practice are confined to a limited group of Catholics, and mostly to those of an advanced age. In the case of many, far too many, very little enthusiasm is shown for what is considered a "new-fangled idea." The doctrine of the Mystical Body is brushed aside as "beautiful" but "hardly practical." The most promising and fertile field for the implanting of this ever new doctrine is the fresh and pliant mind of the children of our elementary schools. The children in our schools, from their earliest years, must be so thoroughly permeated and saturated with the application and implications of the doctrine of the Mystical Body, that when they grow up and take their rightful place in the world, they, as other Christs, may effectually rechange the face of the world as did the Christians of old, instituting a new social order with charity and justice for all. To be truly effective in the formation of men who are really other Christs in their personal and social actions, the doctrine of the Mystical Body must form the basis of all educational efforts.

There are many, perhaps, who will shrug their shoulders at the idea, seeming to think that the whole present educational system will have to be revamped to con-

form to this ideal. If such a change were necessary, it would present an insurmountable barrier. But no such drastic change is necessary. The very framework of our present system though indeed unwittingly, already tends to the building of the Mystical Christ among its subjects. Every school day begins with participation in that great center and source of the life and growth of the Mystical Body, the Mass. And in many places a very active participation, which approaches the ideal, is had through the dialogue Mass and the reception of Holy Communion by all of the students in a body. Moreover, a great deal of time is spent in the classroom inculcating Catholic dogma and moral theology under the guise of catechism and religion. The only change, or shall I say addition, that is needed is a thorough acquaintance with the theory and practice of the Mystical Body on the part of those in charge of the training of Catholic children.

Teachers must be so familiar with the true spirit and practice of this doctrine that it is truly a part of themselves. Filled with the theory and practice of the doctrine of the Mystical Body, it will then be their task to charge and recharge all of the school-day exercises with the spirit and life of the Mystical Body of Christ with its limitless possibilities for the creation of a new social order and a new world.

Let St. Paul Teach You

In this study of the Mystical Christ, no more excellent master could be selected than that great Apostle, St. Paul. In season and out of season, he preached, exhorted, practiced, inculcated, plumbed the depths, worked, suffered, and died for this great mystery of our incorporation into Christ. He could well epitomize his life in the words, "It is no longer I that live, but Christ lives in me" (Gal. 2:20). "For to me to live is Christ" (Phil. 1:21). I would go so far as to say that a complete mastery of the letters of St. Paul, on every page of which he inculcates the doctrine of the Mystical Body, would suffice as the basic equipment of an instructor in this doctrine. St. Paul in his letters so completely and thoroughly applies this doctrine to every state and walk of life, that even after nearly two thousand years, his solutions are just as true and workable as they ever were. The teachings of St. Paul have lost none of their vigor and appeal; in fact, they are so effective, that it is surprising that they were not applied long ago to our collapsing social order. The great social reform popes, Leo XIII and Pius XI, indeed, frequently called attention to the teachings of St. Paul in their magnificent encyclicals, but scant heed was paid to their voices. It is only now, when the social order is already collapsing about us, that we have rediscovered the papal pronouncements of Leo XIII and Pius XI with their insistence on the doctrine and practice of the Mystical Body of Christ as an antidote to the coming distress.

Education to be true education must put first things first; according to our Lord, we must "seek first the Kingdom of God and His justice, and all these things [material necessities and comforts] shall be given you besides" (Matt. 6:33). Catholic education, therefore, is not concerned primarily with how favorably its curriculum compares with that of Protestant and nonsectarian schools, because it is not primarily interested in producing another George Washington or Albert Einstein, but its principal aim is to produce an *alter Christus*. Hence, it is not concerned in bringing forth engineers, craftsmen, doctors, and lawyers that are as good as those of the public and nonsectarian schools. On the contrary, Catholic education constantly strives to produce CHRISTIAN engineers, CHRISTIAN craftsmen, CHRISTIAN doctors, and CHRISTIAN lawyers, who in their personal and social actions manifest the true spirit and life of Christ Himself.

It is only in the happy combination of the moral and the intellectual virtues, that a man is completely a man. The most perfect combination of those virtues is to be found solely in Christ, the Head and exemplar of all Catholics whose duty it is to conform their lives and actions to their Head. The goal of Catholic education is succinctly expressed in the words of St. Paul: "My dear children, with whom I am in labor again, until Christ is formed in you" (Gal. 4:19).

Speak to Their Hearts

The Church, in accord with her mission in the world, offers an intriguing solution to the problems and difficulties facing the

modern world, in the doctrine of the Mystical Body. Realizing that all progress necessarily starts from within and has but very small beginnings, she, first of all, proposes this solution to her own members. Here and there in the world of Catholicism we see the tiny sprouts of this seed of the Mystical Body of Christ which gives such great promise of developing into a mighty tree covering the earth with its beneficent branches of charity and justice for all. It is not enough, however, merely to support these tiny sprouts of the Mystical Body, such as the Liturgical Movement, "The Catholic Worker," the ACTU, and other similar organizations. We must implant and nurture the spirit and life of the Mystical Christ in the hearts of all Catholics. And what is a more fertile field than the still pliable and innocent hearts of children? It is on them, therefore, that we must expend all our efforts and energy until Christ be formed in them, "in order to perfect the saints [Christians] for a work of ministry, for building up the body of Christ, until we all attain to the unity of faith and of the deep knowledge of the Son of God, to perfect manhood, to the mature measure of the fullness of Christ" (Eph. 4:11 f.). Filled with the spirit of Christ, the Christians of the coming generations will conquer the enemy with love as did the Christians of old of whom it was said, "See, how they love one another" (Tertullian's Apology). Through charity alone will the face of the world be renewed, through charity alone will it be possible to acquire justice for all as well as "the peace of Christ in the Kingdom of Christ."



An Unusual Book Exhibit, Cathedral School, Savannah, Georgia.

A Catechetical Book Exhibit

The picture above illustrates the educational possibilities of an exhibit project. The Sisters of Mercy and the pupils of Cathedral School, Savannah, Ga., prepared the project for display at the regional Catechetical Congress held in their city, October 10-12, 1941. Each grade illustrated the leading theme of its textbook in religion: "The Holy Child," "The Life of My Saviour," "The Life of My Soul," "Before Christ Came," "The Vine and the Branches," "The Mass," and "The Highway to God." From the latter book the seventh grade illustrated the Holy Land with a relief map and the eighth grade depicted the sacraments as the source of grace, the life of the soul.

Instruction in Art

Gertrude Corrigan

TO KEEP pace with the older cultures, our country should double its museums and place an art center in every community and should have an efficient art department in every school.

Methods of teaching the arts should not vary widely. Training the hand to respond to mental pictures should be as natural as the plans for teaching reading or writing, arithmetic or music. The same quality of scientific approach for rousing the will to learn should make for a reasonable rate of progress in all the arts.

Curriculum makers should very carefully evaluate aims and results of study plans and hold to a correct balance in topical instruction. For example, too much time is allotted to arithmetic. Very little of the extensive mathematical training is ever of use to the adult. Modern business uses purely mechanical processes of computation. A survey should demonstrate just how much number work is basic, how much of value in practical life. Then all outmoded, outdated processes should be eliminated from the overcrowded arithmetic courses. Then place difficult processes further along in the grades. Thus there will be ample time available for subjects at present neglected.

Art in the Schools

The aims and purposes of the study of art are stated clearly in the curriculum:

1. To serve a means of self-expression.
2. To supply a language for expressing ideas that might elude spoken or written language, or to elucidate or express these ideas in terser form or more effectively.
3. To lend embellishment to written forms.
4. To create an interest in art forms by practice.
5. To teach technique in ornamentation.
6. To familiarize pupils, by study and examples, with the great masterpieces of all time.
7. To form standards of appreciation of beauty and utility.
8. To create taste in consumption as to articles used in daily living.
9. Representation—to give exercise in contemplating beauty and recreating it in some form.
10. To study the art of other times and other nations, for historical and cultural reasons.
11. To discover unusual talent in producing art forms, and to encourage its development.
12. To train the hand to respond to the pictures formed in the mind in an effective manner.
13. To look toward the development of a truly national art expression.

EDITOR'S NOTE. The author, who taught art in the Chicago public schools for many years, summarizes her experience and states her faith in the service of art to children in all schools. Her article is stimulating and helpful.

A survey of the outlines of art courses shows a general pattern, with varying degrees of emphasis on certain subjects or applications:

1. Storytelling, self-expression, in early primary grades.
2. Modeling in clay, plasticine, and soap. Paper tearing.
3. Wood carving, tooling, hammering, etching, stitching, weaving.
4. Representation—figures, still life, single objects, landscape.
5. Decoration—surfaces, stuffs, objects, buildings, walls, borders.
6. Illustration—books, cartoons, manuscripts.
7. Commercial art—posters, designs, lettering, advertising.

Stories in Pictures

Methods of teaching vary with the age and needs of pupils and circumstances of environment. In the early primary grades much the same character of work is found in any school. The first step includes the earliest form of art expression known, that of telling a story in pictures. It differs only in form from the same account told in words. Some effort is made to control the production similar to that made to improve the language of the spoken story. The purpose of the teacher's control is to help the child to make the picture story conform to certain space and color range, with, later, an attempt to emphasize the center of interest. There is a feeling that the less the beginner is hampered with art rules and restrictions, the more his self-expression is encouraged and the more his personality is developed.

Such records are found in the caves of prehistoric man. The Egyptians evolved a sign language from these storytelling attempts; namely, the hieroglyphics, which were the forerunner of more abstract methods of recording passing history. With these early trials at recording facts, there was a growing effort toward embellishment and adornment of the tales. These simple attempts at recording impressions of beauty included placing of decorative motifs on objects of service, vases, cups, and other utensils of domestic use. Burial of the dead required some record of sentiment and these emotions were given art forms.

The use of line to tell stories was swifter

but demanded more skill, since line is abstraction. Some young children use line readily along with flat tone. It is a skill that should be encouraged as early as possible. The power of the cartoon is unmeasured. Nast drove graft from a great city by its use; we get a civic lesson every day from the cartoons in our daily papers. Children may be trained to make quick pencil-line sketches of any simple idea just as they learn to make maps of schoolroom, or districts in geography. It is a phase of art that can be developed by attention and practice. Without doubt young children should use color at first, rather than black or line alone. They see an object as a color pattern. Translating into black or to line is an abstraction. Etchings are said to be the intellectual in art expression.

Instruction Gradually Increased

The storytelling phase tends to be left behind after the primary grades and representation and decoration come to the fore. There is a movement toward reducing the time spent on representation of still life and figures and increasing design and decoration. In representation, finished pictures were looked for which had enough beauty and truth to warrant satisfaction to the young artist, with sufficient conformity to art rules to demonstrate the efficiency of instruction. To arrive at these ends, it was not enough to tell pupils to draw what they saw, since seeing correctly is also a matter of definite instruction. There was also need to teach the principles of perspective so that the third dimension could appear on the two-dimension paper. This involves careful teaching and much experience on the part of the learner and also much time, if the results are to be commensurate with the cost of materials and the time consumed.

Reasons given for the large allotment of time to representation included the idea that the making of pictures would create an interest in the great masterpieces of art, and would develop a discriminating taste in the selection and enjoyment of pictures by standard artists. To this end much time and costly materials were allotted, with, it must be confessed, a paucity of result as far as the number of children engaged is concerned. What the ultimate effect upon taste and culture would be, could not in any event, be estimated. Certainly, failure to obtain reasonably uniform goals prevents the pupils from obtaining much of the cultural benefits intended. Young people are easily stultified by failures.

Technique Is Necessary

Educators are confronted with the fear that too definite teaching of technique will

deprive the child of initiative and originality and that the self-expressing part of the training will be submerged or lost. This idea has been responsible for much misdirected effort with loss of time and materials. The pupil wished to arrive at a successful demonstration and did not have the needed skills. He was often discouraged from further purposeful effort. Children grow through success and are hindered by failure. Whatever loss may occur to a child's originality of expression through definite instruction in the technique of correct representation is more than compensated for by setting free his power to tell in an adequate manner the ideas he holds in his mind. This is as true in regard to manipulation of tools and materials as it is of the difficult matter of perspective. Successful accomplishment breeds confidence for further purposeful effort.

Self-expression is an act of externalizing thought. The medium must be some sort of communication medium. Young children are first taught the spoken word. Arriving at school, they are given the printed, written, and picture forms. Added to these are some experiences in dramatic expression, rhythm, and song. All forms are subject to certain rules of structure which may be learned. We should not expect young children to master the written or printed forms to the point of self-expression without very specific teaching and training. The written language of music is taught in the late primary grades. Dramatic forms are learned by imitation and practice. Children naturally desire to respond to musical measures with bodily rhythm; in practice, teachers have to do much work ere the little ones can keep time with any degree of accuracy.

Children have to be trained in co-ordination. Their young powers are not available to their needs until so trained. They must be helped to tell a story whose substance they know well. They have to be taught the story form definitely, in order to make it a usable vehicle.

However carefully they may look at an object, they have to be led in how to look and what to look for before they see adequately; they must next be taught how to co-ordinate the hand with the eye in representing objects. Both linear and aerial perspectives enter into every sight encountered during their waking hours. They may not be conscious of set rules governing these matters, but they do have to conform to these rules in order to express adequately what they have in mind.

Whether they are at an age to learn these principles first and then apply them, or whether at a stage where they may get them best by direction or imitation or much practice of the trial-and-error kind or by a combination of all these methods, the art of representation is an art that can be taught and learned.

Children should progress in accomplishment in art steadily from kindergarten to

the end of their school days. They do not always do so. If their powers of representation are low, perhaps the emphasis should be placed on appreciation. For each and all, a certain minimum of required work should be exacted and a progress in improvement commensurate with the time spent should be insisted upon. Measurements in drawing and most forms of art work can be made more easily than in many other subjects. The teacher should feel responsibility for the growth of the pupil in every subject studied.

Progress Is Essential

After the graded course in drawing has been administered to any group of children, the same degree of progress should be expected in art that is required in geography, arithmetic, or any other subject. Children should at the end of their formal education, possess certain powers of representation, of color sense, of the science of color combinations, of poster design, of principles of decoration, of cartooning, of lettering. There should be a solid basis of appreciation of these matters, some basic principles for standards of good taste, some sense of values of art in buying, and some understanding of any other phases of art that they have studied. At the end of grammar school days, children should be able to depict a situation in line or in color, in-

SELF-DENIAL

1. Can you keep back the quick retort, the clever remark?
2. Do you force yourself to speak loudly and distinctly enough to be heard and understood?
3. If you smoke, can you go for a day now and then without a cigarette?
4. Do you take something of everything set before you at table even though you may not like it?
5. Do you ever put a letter aside for a few minutes before reading it?
6. Can you put your book down in the middle of an exciting part of the story?
7. Do you force yourself to do some thoughtful reading each week?
8. Do you deny yourself your favorite magazine or motion picture once in awhile.
9. If you are a girl can you go for a day without lipstick, nail polish, ever so often?
10. Do you stay that one-minute-longer when you want to shorten your prayers?
11. Can you force yourself to be kind to someone whom you dislike?
12. Have you put yourself out to do something today which you did not have to do?

Scoring: Every "yes" answer is in your favor. Each "no" shows a lack of the self-denying spirit. More than six "no's" puts you down as a softie!

—Richard L. Rooney, S.J.,
in "The Faculty Adviser."

telligently. The hand should be trained by that time to respond to mental control in such delineation. Drawing should, by that time, be a language for them. In the matter of drawing a person in any position, children who have had definite lessons in perspective should not find such items as feet and hands presenting an insuperable obstacle.

These pupils should be able to state concisely in good English the principles recognized as governing decoration. Enough attention has been given during the first eight years of school to principles of interior decoration so that every graduate should know what to do about house furnishing. Knowledge of good and bad in color combinations should come with the first lessons in color.

Retain Modeling in the Grades

Modeling in clay or other yielding material has been relegated to the early primary grades and then laid aside until the pupils reach the high school. Much has been lost by this arrangement. The third dimension has always presented a problem to children as it did to the early cave dweller. Keep the sandtable through the grades growing in size and scope of projects. Clay modeling gives a fine feeling for shape and dimension. Select the best pieces from the sandtable for drawing at the board. Select groups of models made by pupils for drawing or painting. Soap is a good modeling material; water clay is good for older pupils, and plasticine for younger ones. Vases, tiles, figures, bas-reliefs can be colored without firing and decorated by hand.

The Poster Is Useful

However much we may deplore the widespread use of billboards in advertising, commerce has made skillful application of the poster, and success in this line brings substantial financial rewards. The schools make constant use of the poster idea to put over good causes and special-day activities. More and more the American businessman is calling in the good artists to design, embellish, and set forth the merits of commodities. This phase of art instruction should not be neglected. Many of the gifted art students will make their living in this manner and will deplore any neglect upon the part of art departments to set them forward in the chance for competition. Improved standards of work will result from careful study in school.

The poster is an abstraction. Colors are selected with regard to plan, not from nature. They are in the category of black-and-white drawings, of line drawings, or of etchings, in that they are made up schematically. Systematic instruction should always precede work on posters.

The cost of art materials is a large item. Much initial work should be done at the blackboard, both by teachers and by pupils. Much time and material could be saved in lessons if some difficulty of tech-

nique, placing of light and dark, or any foreshortening problem were worked out at the blackboard either by the teacher or the pupils themselves.

A touch of humor often aids in class-work; it is not employed enough in grade schools. No sport should ever be made of awkward work done by pupils, but they should be allowed to exercise their humor by satirizing their own work. One school successfully combated tardiness by cartoons, and they laughed off the hysteria that resulted by a citywide effort to get 100 per cent on calculations in arithmetic by funny pencil comments.

Decoration and Still Life

There are children in every class who show unusual ability to depict what they see and to create pleasing decorations. For gifted ones, the teachers will be looking for scholarships in art centers. These children may be allowed to illustrate the point of the lesson for the class, where further time spent by the entire class would be unprofitable. There should, however, be a minimum of result exacted from every pupil covering the instruction received. While it may not be feasible to require a finished landscape, or framable still-life study, or usable sample for decorative work, from every pupil at the end of a given lesson, we should have a piece of work from each illustrative of the goal to be covered. Children working honestly but slowly may be allowed to finish at some future time. Greater care should be exercised in not making too involved and too long assignments for one lesson.

If the lesson were the making of a unit for allover design every child should produce a neat and applicable stencil. This should be credited and kept on file if not immediately used. Units of a higher artistic value might be chosen for demonstration. The pieces filed away represent the best efforts of a businesslike person who might on another lesson give something good enough to mount in a still-life study. A vase of flowers is a heavy assignment; it should be allowed at least two lessons; some pupils do vases readily; others can better depict the fragile beauty of flowers. Try dividing the work. All children will enjoy work when it is within their powers, where instruction is definite, and where enough time is given to complete the assignment.

Decorative art, especially that of applied design, returns better pieces of work as far as regards children's production than some other fields of art instruction. There is a good balance of imaginative effort in conceiving the design in relation to the object to be decorated, and the purely mechanical labor of making the material into usable patterns. It is a problem of only two dimensions. It may carry the added charm of color combinations. It is well within the powers of even young children to make a pleasing art demonstration.

Stress Appreciation of Art

One form of art instruction cannot be overemphasized, that of art appreciation. Especially important is that teaching which leads to intelligent consumption. Training in appreciation of good pictures, statuary, furniture, architecture, clothing, stuffs, and articles of use as well as the purely decorative, should bring about high standards of art feeling. Thus would be produced in time, a national taste leading to a national art expression. It would, however, fully serve the purpose if it took care of taste in enjoyment, consumption, and culture. Satisfactions in life that cannot be purchased with price are thus at the command of all the people. The various avenues of art culture—the museums, slides from educational centers, films, theaters, libraries and books, window displays of the great merchant houses—all contribute their share to giving all the children of all the people a knowledge of what is good and what is not good in taste. The children need leadership in utilizing these possibilities for education in taste.

The newer types of schoolrooms are a great contribution to the cause of beauty. They furnish a provocative setting for pictures, statuary, rugs, draperies, curtains, vases, flowers, and the like. Dark walls, dingy rooms, ugly buildings, tend to discourage the quest for beauty. But teachers do not permit these accidents to stop the eternal quest. Beauty insists on her place beside truth. The meanest room is brought nearer to the heart's desire by one lovely vase, one good picture hung low on the front wall, a bright scarf on a table, a bouquet of fresh flowers, always kept fresh in full view. Children always respond to such a call and express in neatness and order their tribute to truth and beauty.

The Japanese hang but one painting at a time. Why not put that in practice in homes and schools, exchanging offerings every month? All articles so circulated should be in reach of handling by pupils. Visits to museums are good but city transportation is not yet general for such expeditions. Better are the traveling exhibits, hung low in the corridors for easy inspection.

Love of Beauty Must Be Taught

It is the fault of administration if children take less personal responsibility for failure in art than in other subjects. It is of recent date that the important health movement reached our schools. The same may be said of music and physical culture. "Art alone endures" is a saying oft quoted. If we are seeking for our children the good life we may not leave out beauty. But the love of beauty must be taught; it is not necessarily inherent in us. We must evoke it if it is to bring joy to our lives.

No subject in the curriculum can be administered economically where there is lack of application and where the will is not

bent to learn. Probably the proper outcomes in art instruction have been hindered by a mistaken notion that success is entirely dependent upon inherent genius and that none others need apply. Teachers of music prefer to teach those who have a flair for hard work rather than those who have more genius but less application. The teacher of art should get this idea of application across first. Lessons should be carefully graded to abilities of pupils. Allow no complex of failure. Joy in the work is fundamental. Try to arouse in all the ambition to become proficient in this language, almost the first used by man.

Never throw out a drawing made in sincerity. Give it constructive criticism and file it away. Good teaching here is as fruitful as in geography or arithmetic. The teaching has been good if children are left with a desire to go on with it. It is reprehensible for a school to leave a distaste for art with its pupils.

UBINAM GENTIUM SUMUS?

For 150 years men had been pushing religion out of life. In places like America they did not entirely succeed. Millions of Americans still believe in Him and accept His laws of purity, decency, human dignity, mercy, justice, and brotherhood. But millions in other lands took the exile of God and the repeal of morality seriously. Hitler did. Mussolini did. Stalin did. And these gangsters, armed with the magnificent inventions of a century and a half, started to wreck the world.

Once on a time I used to be asked by unbelievers: "What did religion ever do for the world?" Though I could answer clearly enough, now I don't bother to do it. Instead I merely retort: "Have you noticed what science freed from religion has done and is doing and will still do to the world?" It has made the God-hating and religion-persecuting dictators so strong that we democrats who still believe—at least a little—in God are fighting alone for the very decencies of the world. It took the ultimate achievements of man's mathematical and mechanical mind and with them wrecked cities, bombed cathedrals, waged war on civilian populations, and made us wonder if liberty and virtue and justice and mercy would not perish from the earth.

Christianity for nineteen centuries has—despite all obstacles—slowly built up the dignity of men, a reasonable basis of liberty, respect for the minority, a high regard for the rights of the poor and the weak. In one hundred and fifty years science without religion and men who hate God have just about bombed those things out of the world. And if we in Christian America don't win this war, they may succeed.—Rev. Daniel A. Lord, S.J., in "The Queen's Work."

We Also Serve*

Sister Leo Gonzaga, S.C. of L.

THEORETICALLY, we all believe that the pen is mightier than the sword, that mind should dominate matter; that there is something more to war than just fighting and killing; that back of the battle lines, far back—yes, even as far back as an English classroom—there must be planning, training. But, practically, most of us may doubt it all, and want to be “up-and-at-’em” as did one of the battalions of English teachers at the National Conference last December. It is only after bitter experience that we can accept Milton’s line: “They also serve who only stand and wait!” Milton himself had to pass through the purifying flames of disappointment and suffering; of apparent inactivity before he could frame that last line of his famous sonnet.

Two Kinds of Service

Let us recall the biblical narrative in which Christ Himself described the two kinds of service. “Mary,” He said, “has chosen the better part which shall not be taken from her!” Characteristically occidental, we are all impatient of results—and yet how truly we know: “With desolation is all the land made desolate because no one considers in his heart!” You will recall that it was John Burroughs who wrote: “The young man who went West did well; but the young man who had the western spirit and remained at home, did equally well. . . .” It is not ours to serve in “man’s noisy battle ways.” Perhaps others do look askance at us and wonder just what we are doing. Have they too forgotten that Tennyson wrote: “More things are wrought by prayer than this world dreams of”? Have we also forgotten the necessity of reserve force and strength? the power of the “sit-down strike”? Next to the mother in the home—the first line of defense—stands the teacher in education—the second line of defense; and at the head of the group of teachers stand the teachers of English, for only in so far as their work in English is successful will students prepare themselves well in other subjects. May I remind you of Professor Pooley’s words: “A peculiar gravity attaches to the determination of goals in English. . . . Error or insufficiency at any point in the art of communication not only affects the child’s success in English, but even more definitely handicaps or threatens his adjustment to society.”

For the English teacher, within his own sphere, the classroom and the school, there are two definite though divergent branches of service: the one is to lead children to explore literature, to gain vicarious experience through the reading of patriotic verse and prose; and the writing of their own

opinions so as to clarify their own thoughts, remove prejudices, and in the process correctly inform themselves. The other branch of service is equally valuable and to a certain extent is more vital just now. That is as Miss Dora Smith and Miss Helen Elcock both suggest, to keep open the normal channels of life for children and not turn classrooms into propaganda agencies and burden youngsters with problems they are powerless to solve. They can find in literature relaxation, release from sordid reality. By helping pupils to discover the value of their experiences and encourage them to share their pleasurable experiences with others, the teacher of English performs a noble service indeed.

We must bring to our students a sense of stability and security; the sense of an unchanging norm in a chaotic world. This sense we ourselves must first possess and radiate it as the sun does light and warmth. Can we teach them to see in the manifestations of nature, the goodness, mercy, and providence of God, and with this contrast His sorrow at the perversity of man? of man’s inhumanity to man?

With Flute and Pen

Boys and girls, especially in the grades, can and should be led to love, appreciate, and memorize poems that have a message, that in the hour of direst need these messages may recur to them. We must teach them the necessity of an inner confidence which is not destroyed by what goes on about them. This year, the centennial of the birth of Sidney Lanier is an opportunity for us all to teach the power of a good life upon one’s companions even though they are soldiers in service or prisoners in the foulest of prisons. His *Tiger Lilies* written soon after his release from prison is a startlingly modern presentation of the characteristics of war and its effects. Truly with flute and pen Sidney Lanier wielded a powerful influence which American boys and girls will not fail to appreciate.

May I remind you that this is the time to bring back to our students the lessons of the Bible? Let us teach boys and girls to read it as literature; the lessons will be the more effective. Let us not make *The Book* a formidable citadel that only the braves will storm. Our motto should be, “A Bible for every child; a Bible hallowed by memories of school days!”

Is it strange or discomfiting that I should bring before you the necessity for education for death? Perhaps because it is the

one fact no one has ever denied, we take it for granted and brush aside even the thought of it until we stand face to face with it. After a harrowing experience during a summer vacation, a college student asked this question: “In all our education we are taught how to live. Why are we not taught how to die?” But this inescapable experience (since we are leading students through experiences) should never be dissociated from its sequel, resurrection and immortality, and so while we cherish such platitudes as “Behind the clouds is the sun still shining,” “Dawn follows dark,” “If winter comes, can spring be far behind,” we might summarize it this way:¹

Out of the dusk, a shadow
Then a spark;
Out of the clouds a silence,
Then a lark;
Out of the heart, a rapture,
Then a pain;
Out of the cold, dark ashes,
LIFE AGAIN!

We Form Citizens

My dear friends, let us not be like those parents who in their anxiety to leave a fortune to their children fail to leave worthy children to their fortune. Today the majority of people are concerned with “What kind of world will this be after the war?” but few are contemplating “What kind of citizens shall we have for this postwar world?” We have the greater responsibility to prepare worthy citizens for postwar America. The children who sit in our classrooms today will be the citizens of tomorrow. We have been entrusted with the hearts, minds, and souls of these precious children that in the Ark of American Education we may keep them safe, guiding them to maturity until the waters of blood and hate have subsided and the dove of peace once again finds a footing in a better world—a new America rising phoenixlike from the cold, gray ashes of pride, greed, and materialism, an AMERICA which will be dedicated anew to God and to democracy.

Yes, we do teach English! but that only ennobles and enriches our service to our country. I repeat emphatically, “Yes, we also serve!”

¹“Evolution,” John Bannister Tabb.

TO TEACHERS OF ENGLISH

Practice in the writing of Catholic fiction is suggested as an activity for sodalists by Rev. William J. Moore, S.J., writing in “The Faculty Adviser.” Father Moore calls attention to the demand for worth-while Catholic novels and short stories. Perhaps teachers of English in Catholic high schools might find an opportunity to give more attention to a study of Catholic fiction in their classes in literature and to some practice in this art in the classes in composition.

*Summary of a paper read at the Spring Conference of the Leavenworth-Atchinson Counties, Kans., Teachers of English, Leavenworth Senior High School, Apr. 25, 1942.

The CATHOLIC SCHOOL JOURNAL

Edward A. Fitzpatrick, Ph.D., LL.D., Editor

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Who Killed Cock Robin?

We call attention in an Editorial Note to the article on "Applying Psychology to Discipline" in this issue to the fact that the author seeks the explanation of the classroom problems in the personality of the teacher. To blame or rather to find the explanation of pedagogical problems in the teacher rather than in the pupil or his parents or the principal or the curriculum is so unusual that we wish to give the point the emphasis of bringing it to the editorial page. Many factors enter into the classroom problems including pupil, and parents, and teachers, but we were too ready to blame pupils or parents.

It is a sign of a highly professional attitude, when teachers in seeking the causes of classroom difficulties look first to themselves and the school organization. Having scrutinized themselves and the school, then they may very properly survey other factors. The tendency of all of us to protect our own personalities and to rationalize our conduct makes this a very difficult process, but if we seek the explanation of our conduct in other things first we are very likely to find it there. We fall into the pitfall of all investigation, *we find what we look for*.

The professional teacher will by rigid self-discipline in the process of professional growth develop this objective attitude toward her own participation in the classroom process which is essential for constructive self-analysis. In her examination of her own part first, she will more clearly see the part that pupil, home, and all the environmental factors are playing in her practical problems. She will then understand people better including herself — and she will find the real solutions to her problems, which will progressively diminish in her experience if she maintains the objective attitude. — E. A. F.

The Pope in a War-Torn World

In his plea for a generous Peter's pence, the Archbishop of Milwaukee described the situation of the Holy Father that is well worth repeating and we should recur to it often, even daily. This would be especially true when we pray for the Pope in the Mass. Archbishop Kiley's words are:

"There is no more august figure in all the world than that of the venerable Vicar of Christ, chosen to rule the Church at a time when the family of nations is torn asunder by enmities, hatred, and strife. Whithersoever he turns his gaze he sees only sorrow, death, devastation; the world, one immense hospital filled with maimed and wounded, one great house of mourning echoing the cries of widowed women, and recently orphaned children.

"It is to us, the Catholics of this country, that he looks to take up now some of the burdens hitherto borne by other nations. He asks not for himself, but for the poor, the destitute, the widowed, and the fatherless, who stretch out their hands to him for succor. He is the one bright, calm, compassionate figure, standing forth amid the gloom and the horror of this conflict, which has rent asunder all Christendom. He is the one ray of hope toward which the stricken, sorrowing, suffering peoples of Europe and Asia turn in their hour of dire anguish and woe.

"From the very beginning of the conflict he has prayed, and without ceasing he has urged us to pray that this war, which is devastating the world, may soon be brought to an end. For more than two years we were mere on-lookers in this the world's greatest, fiercest, and costliest conflict. But, now, too, from many millions of homes have gone forth the pick and flower of our manhood; and our people, in whose veins flows the blood of more than a score of races, again stand ready, at our country's call, to pour forth treasure, blood, and life itself."

A brief, special daily prayer for the Pope in each Catholic classroom in the country would be appropriate indeed.

— E. A. F.

New Emphasis in Our Instruction

The children in elementary school today will feel the impact of the war and its many repercussions, but will not, in all human probability, be participants in it. This will almost certainly be true of the children below the junior high schools.

Would it not be well to consider the changes that will take place in the elementary schools after the war and initiate as far as possible some of the new curricular materials and the new points of view which may reasonably be anticipated even now?

The basic skills will not be seriously changed, but the content of even elementary instruction may be changed considerably. Within the range of the child's experience and within his growing capacity it is possible to help him develop such conceptions as:

1. That peace and cooperation will grow among neighbors, personal and national, who have a genuine good will,
2. That the world we want to live in is a world of good neighbors,
3. That nations like individuals have good and bad character, may be trusted or not according to their actions,

4. That the government is to serve the citizens; it is for the common welfare,

5. That men in public office are servants of all the people,

6. That men are trustees of the wealth they possess, who must render an account of their stewardship,

7. That the moral life in the individual, supported by religious sanctions, will help create the kind of world we want to live in.

It is such notions as these that must more and more pervade even our elementary school instruction. Naturally they will develop more fully in the more advanced instruction of the secondary schools and in the colleges. In this way we shall develop an American new world that is both realistic in its basis and Christian in its spirit. — E. A. F.

The War and Lessons in Religion

"With God's Help We Shall Win This War" was the heading in large type, introducing a page advertisement in a Washington newspaper. The advertisement — a message to our fellow Americans in time of spiritual challenge — was sponsored by the Committee on Religious Life of the Nation's Capital, which is made up of 19 religious groups: Catholic, Protestant, and Jewish. The main part of the advertisement is a statement by the Catholic Archbishop of Baltimore and Washington, the Episcopal Bishop of Washington, and a Jewish Rabbi. The Jewish Rabbi urges us to convert not only our factories but our souls. The Protestant bishop tells us that in the churches we will find surcease from life's confusions. We quote Archbishop Curley's statement in full:

In this present hour of dire need our country has called upon every man and woman for patriotic service. The nation has a right to such service. Thousands of our people from every part of the country have answered this call and many of them are now engaged in conscientious work in our nation's capital. They are devoting themselves energetically to the task before them. They are in many instances making real sacrifices. But we must not lose sight of the fact that as a godly people we have not only to work, but we have also to pray.

In this time of crisis above all, none must forget his obligation to the good God. There is not one of us that can afford to forego worship and prayer. With God's help victory shall be ours, but that victory will be hastened in the measure in which we recognize our need of God's help, of religion, and of prayer. If this Country is worth fighting for, it is worth working for and by the same token it is worth praying for.

I urge all to deepen their realization of our need as a nation for the protection, the light, and the help of almighty God. Particularly, I urge our own Catholic people to be practical in living up to their conscientious obligations. I ask them to familiarize themselves with the hours of Masses and other services in their parish churches. I urge them to be faithful to their duty of Sunday Mass and frequently to approach the sacraments. Let them give more time to meditation and to fervent prayer before our Lord in the Blessed Sacrament. There we can ponder on our faults as individuals, yes, and even as a nation. We can examine closely into our lives and see wherein we have failed in our moral obligations. On our knees in church we can pray with a contrite and humble heart and beg of God to give us the strength to abide by His law and to do His will. There we may beg Him in all earnestness and sincerity to protect our men in the Armed Services, and there, too, we can the more effectively pour out our petitions for victory and for a just and honorable peace.

The war is going to give us increasing opportunities to emphasize the great place of religion in man's individual and

social life. The many narratives of desperate men lost for days on forgotten islands and on the illimitable seas now appearing in the newspaper are human documents deeply moving in the religious lesson which they often illustrate and teach. It is an ill wind that does not blow some good. — E. A. F.

Consider Catholic Culture

The danger to the faith in sending Catholic youth to secular grade schools, high schools, and colleges is sometimes the only argument advanced in favor of Catholic education. Another very important reason for Catholic education was mentioned recently by *The Catholic Sun*; namely, that the child or youth deprived of a Catholic education is at the same time deprived of the rich inheritance of Catholic culture which is his by right of birth — "He may have to live his life under the disability of not knowing how rich he is . . . Catholic schools . . . are not built merely that an untrue thing be not taught . . . but rather that a true thing be taught freely. Catholic schools have positive reasons for existence and the child who is not enrolled in them has lost what can hardly be replaced."

We fear that a considerable amount of appreciation for our distinctive Catholic culture has already been lost by many parents who are so ready to deprive their children of their heritage. Thus many of the Catholic children who are deprived of a Catholic education are the very ones who are most in need of the services of a Catholic school. Parents who have built up a genuine Catholic atmosphere in the home are the ones who desire the help of the school in strengthening this wholesome environment.

It is well for Catholic school authorities also to remember that Catholic parents expect their schools to be thoroughly Catholic. Parents may be somewhat scandalized to find that a Catholic school uses a textbook that is secular in viewpoint when several distinctly Catholic books are available. They may wonder, too, why graduates of Catholic schools have not learned to know and appreciate the writings of Catholic authors not only in fiction and general literature but also in the physical and social sciences. — E. W. R.

A Simple Way to a Great Service

A chaplain with the armed forces asks the pastors of the country to write a letter — or even send a duplicated letter — to the members of their parishes in the fighting forces. This is especially true if the men are in the distant outposts of this global war. A duplicated letter may be all right but there is nothing like a personal letter.

The chaplain explains, too, what a great opportunity it gives the padre, when a soldier or sailor comes up beaming with a letter "from my pastor." What a simple way to achieve a great service for men's souls.

The same opportunity is open to every teacher in a Catholic school. Go deep into your memory for the boy who was your pet and the boy who was anything but your pet. Write him fully out of your heart. Recall days that must be to him a "dim memory." Surprise him with that "human touch" that makes the whole world kin.

What a simple way to render a great service to men's souls. Don't forget the nurses. — E. A. F.

The Elementary Library in Action^{*}

Sister M. Dominic, S.S.J.

PERHAPS we shall always have with us those who cannot for the life of them see why an elementary school must or should have a library. And their conviction is justified if they are working in certain situations. What is the point in establishing an elementary school library when the program does not provide opportunity for children and teachers to use the library constantly and extensively? For years the traditional elementary school setup has made the library impossible—undesired. These schools, in the public school system, were founded to teach certain skills, certain fundamental subjects. (If I needed to point out the nobler purpose for which our schools were founded, I could do no better than point to the foreword on today's program.¹ But I might suggest how much easier it would have been to realize our purpose had we conceived the notion of the part the library might have played in achieving it.) Perhaps, Catholic writers of children's books, and writers we do not fear to have our children know, would not have been so few 25 or 30 years ago, had our system created a market for their wares. There is no reason why we should have had to wait until today for a Father Francis X. Downey and his Pro Parvulis Book Club, for a Padraic Colum, a Maud Monahan, a Father Gerald Brennan, a Father Leonard Feeney, a Maud and Miska Petersham, a William Heyliger, a Blanche Jennings Thompson, a Gallery of Living Catholic Authors with its Junior Section. However, we followed the public school system in ignoring this potent influence. Text-book assignments, followed by recitations, were the order of the day. In such a situation there is little need of material outside the one book. Libraries of a kind, these old type schools might have had—nondescript collections, poorly organized—most often unclassified and uncatalogued, and with no attempt at selection. Children had access to them at rare intervals to draw books, but the books were far removed from the learning processes. If we find ourselves in this situation today, then we are right in assuming that the library has no vital function in the elementary educational system.

Modern Education Requires a Library

The new situation is much more pleasant. Today's curriculum is chock-full of social and dynamic procedures. A glance at the new courses in religion, in English, in general science, and in the social sciences establishes sufficient proof. No longer is the emphasis upon the "lesson," a few isolated, unrelated facts. Instead these are "units of work," "areas of learning." Co-ordination and integration are producing a "fade-out" in subject lines. For such courses demands are made for wide reading, for much reference material. There must be textbooks, general library books, magazines, pamphlets, maps, charts, pictures, visual material. And there must be training in the use of these sources and the tools to them. This means library service—a service as much needed in the elementary as in the high school or college. To be certain, needs are more limited, the use more simple,

but with a right start, children grow in the use of these sources and tools all through the grades. They reach a point when they can engage in a small kind of research in ever widening fields of interest.

It is not only the mechanics of reading we must give the child. Our duty goes further than teaching him how to read. We must give him worth-while material to read and that in abundance. Carter V. Good in his "Supplementary Reading Assignment" says of the new type teaching:

In view of the fact that the progress of the child is largely dependent on the number of interesting books at his command, it is essential that they be available in large quantities. He must learn to read as he learned to talk—through unremitting exercise. He must read and read and continue to read.

It is not sufficient to have the social opportunity of a library in the school or community. There must be effected contact, stimulation, encouragement, and daily association.²

Can Children Read?

Dr. Paul Witty of Northwestern University is a most vitally interested investigator in the reading problems of children. He says that the past 10 years have been marked by a frank and open recognition of the frequency of poor reading skills and of unfortunate reading habits among high school students. At the conclusion of a number of experiments, Dr. Witty agreed that the high school has found no way to educate boys and girls who cannot read. This led him to formulate the principle that the high school must assume the responsibility for teaching reading.³ In the February 24, 1934, issue of *The Publishers' Weekly*, M. Lincoln Shuster had an article entitled: "Can College Graduates Read?" He says that college graduates who cannot read constitute a major indictment of American education methods. He says they loathe reading. In his opinion, reading should be taught and learned as a "technique, as an art, as a working method of self-education, as a way of life. . . . It should develop a robust respect for knowledge and an adventurous and tough-minded attitude toward ideas, a willingness to grow and experiment, and think for one's self, a civilized and thoroughly liberal determination never to stop learning." This is almost utopian in the light of one set of findings. Ten thousand high school seniors had reading scores ranging from less than 2 per cent to 70 per cent. A large group was on the third-grade level in the

^{*}This is a condensation of a paper read at the diocesan teachers' conference at Rochester, N. Y., Sept. 17, 1942. The author is librarian at Nazareth College, Rochester, N. Y.

¹The Catholic people of the United States have developed and are maintaining schools of their own. . . . In these schools their aim is to provide their children with those experiences—religious, social, aesthetic, and scientific—which will enable them to live as Christ would have them live, and as they must live if Christ is to live in and through them in American democratic society. —Rev. George Johnson, Ph.D.

²Carter V. Good, *The Supplementary Reading Assignment* (Baltimore: Warwick and York, Inc., 1927), pp. 3-4.

³Paul Witty, "An Approach to Better Reading and Evaluation," *Educational Administration and Supervision*, February, 1939, pp. 81-84.

mechanics of reading and in reading interests. Miss Ruth Strang, who conducted this investigation, insists that desired abilities cannot be developed without systematic training in the use of the library. Such training must begin in the primary grades and continue through the student's educational career. And our duty as teachers and librarians does not end here. Children must have guidance. Unless there is built up desirable interests and appreciations which make for better living, the skills developed through reading may be a detriment rather than a benefit to society.

Before attempting to build up a school library of reference books and books for leisure reading, and certainly before attempting a program of reading guidance in the library, it may be well to review the major purposes of these types of reading. The purposes of the work type or reference reading may be summarized under eight points:

Purposes of Reading

1. To acquire the information of the kind gotten from newspapers, timetables, directories, maps, guidebooks, encyclopedias, technical books. For such reading the memory must be keen, the powers of observation accurate, the judgment and reason must be active. It necessitates the ability to outline, summarize, find key words, follow through on the trail of an idea.
2. To draw conclusions from articles—from parallel treatment of two or more articles.
3. To form opinions after following some such procedure.
4. To find answers to questions and problems.
5. To discover new problems.
6. To evaluate materials.
7. To acquire more effective modes of reasoning and thinking.
8. To visualize details.

Minds that grow accustomed to question, to test, to demand proof should come out of this kind of reading.

The major purpose of the leisure or recreatory type of reading are five:

1. To share experiences intelligently.
2. To satisfy and stimulate emotions.
3. To find material for reflection.
4. To develop a philosophy of life.
5. To experience aesthetic delight.⁴

What Kind of Leisure Reading?

Leisure reading should be as extensive, as pleasant, as easy as is necessary to facilitate progress in the skills of reading. Above all the child should get the right notion of leisure reading. Don't let it present life to the child as an illusion—something it is not, never was and never can be, "nothing but success and happiness." Disillusionment is a tragic price to pay. No, it can be "good solid mental exercise which the normal student will enjoy as he does a good hard swim, or any exercise taken at top speed, and which any healthy boy or girl commonly calls fun and relaxation."⁵

Concerning nonreaders there is a much more serious problem. Almost never are they imaginative. What latent abilities they may have remain undeveloped. "They do not read,

⁴M. Lincoln Shuster, "Can College Graduates Read?" *Publishers' Weekly*, Feb. 24, 1934, pp. 837-839.

⁵Stella S. Center and Gladys L. Perkins, *Teaching High School Students to Read: A Study of Retardation in Reading*, Appleton, 1937, pp. 27-28.

and they do not intend to do so." But we must take care, for they are not really dull. They get some food for thought, but it comes from the worst sources: cheap movies and newspapers, comic strips, vulgar radio programs, and the superficial activities of city life. These social menaces are real. We must meet them. It is the teacher and librarian with an alert and intelligent interest in better things, in science, adventure, travel and exploration, biography, nature—in every aspect of the Catholic child's everyday life that can save these underprivileged children. It is only living in the world of better literature, better thought, that can arm the educational leader for this battle. Educators must be super-saturated, steeped in the very finest literature. No amount of book lists, no recollections of their own childhood reading can take the place of actually reading children's books.

Have I answered my second question: "Is the elementary library important?" If not, I offer one last proof of the importance of books and libraries in the life of a child. Dr. Herman N. Bundesen, president of the Chicago Board of Health, is speaking:

Whenever I open a new book and sense the pleasure I am to have from those fresh, untouched pages, I see again a lad on Christmas Day many years ago. He was incurably crippled. Surrounding him in his bed were many new gifts, but he was completely absorbed in an old, frayed, torn book.

I asked to see the book. He told me he had read it many, many times. It was about a blind girl who overcame her difficulties and rose to be a great woman, honored and beloved by all—Helen Keller.

This book gave my friend the comfort and the hope he needed in his affliction on Christmas Day. It showed me in a never-to-be-forgotten way the value of reading suitable and worthwhile books.

To enjoy reading is to be independent, to escape from the day's toil and care—to take for one's own the vast resources of master minds.⁸

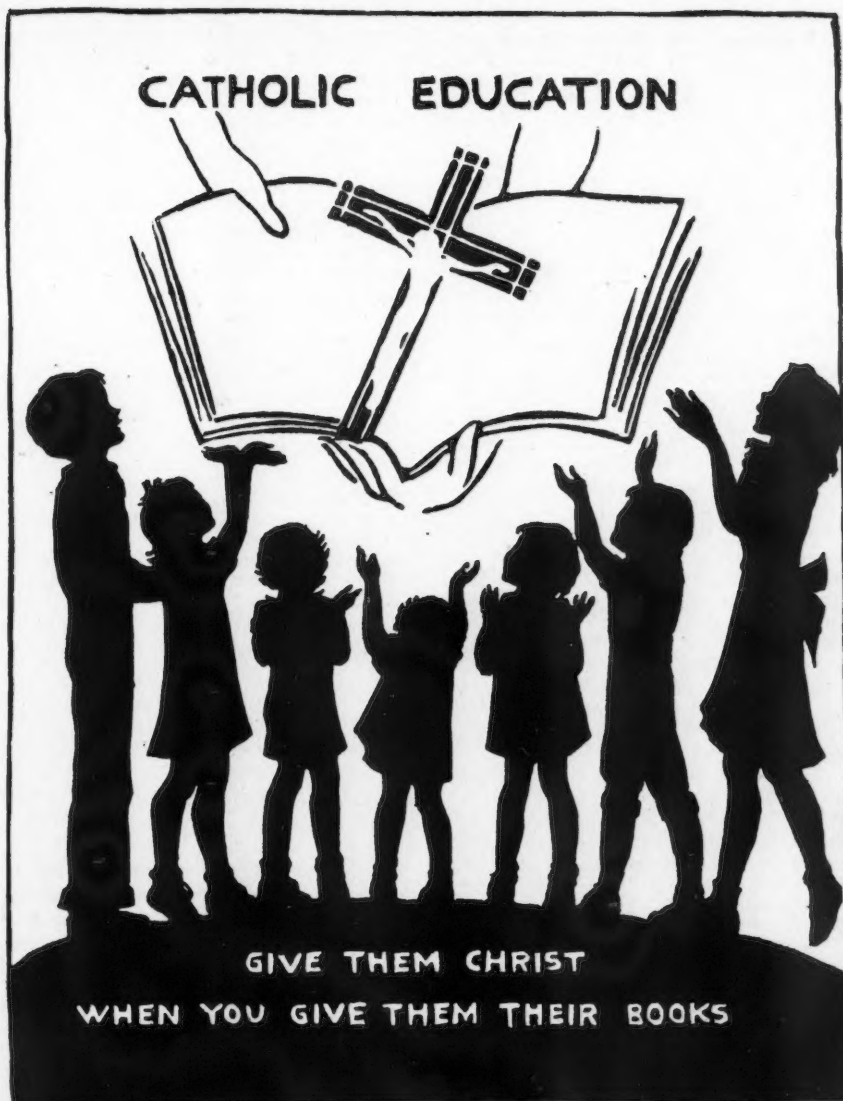
Library Training Necessary

There are books in the world for every type of mind, young and old, and the problem of reading is nearly solved when the books and the mind are brought together. This is a matter of teamwork for the teacher who is library minded and the librarian who knows the teaching problems. The teaching of such a person will reflect her whole attitude toward the library. She will plan for constant use of the library's resources and tools by creating learning situations which demand their use. She will see to it that the library is more than a room full of books. She will see that it justifies its only reason for existence, namely, service.

With the Catholic elementary library the question is not one of securing a collection of books, but a much more difficult task of making the proper selection of books. Money is scarce and every penny should be made to pay dividends. The responsibility of exposing the child mind to worlds of new thought is too great to be undertaken by an untrained and inexperienced body of people. There are books appearing steadily on children's reading lists that would start the child mind well on the way to loss of faith, weakening of moral standards, and total loss of high ideals. Even the higher type of books which have won annual awards of one kind or another do not always reach the Catholic standards of value.

⁸*Ibid.*, p. 92. ⁹*Ibid.*, pp. 23-24.

⁸Herman N. Bundesen, "What Reading Does for the Child," *Ladies' Home Journal*, December, 1938, p. 82.



G. C. Harmon

This Linoleum Block Design would make a good poster for Catholic Education Week, November 8-14.

We can find at least five of the 21 Newberry books that are decidedly non-Christian. We find in them Oriental, pagan philosophies of Buddhism and Brahmanism; the child is given in one the pagan concept of death; in another the child meets with denial by implication and omission of God, the Creator; he sees also Attila, the most destructive enemy of Christianity, exalted as a hero. Many of these Newberry books are interesting stories, written in a fascinating style; but have Christian people in Christian lands produced so few heroes, so few challenging situations, so few historic events, that we must turn to pagan lands, pagan peoples, for our medal books for child literature? We have had too many of that kind of book. It is only in the *Trumpeter of Krakow* and in *Dobry* that we are carried to a high plane of spirituality and noble purpose. Is it because their settings are in Catholic Poland and Bulgaria? It is with this in mind and also to honor Father Francis X. Downey, S.J., that the Pro Parvulis Club decided last year on an annual award to go to

the book which most deserves a place in a body of distinguished literature for our children.

In the "Foreword" to Mary Kiely's *Traffic Lights*, Father Gardiner says that reading:

is a marvelous achievement, yet a natural one, if we know who we are. Because the truth is, you see, that we are made after the model of the Word. In us, faint but invincible, tiny yet glorious, pulses a spark from the Eternal Light which knows all things, and as It can read in all the markings of the created page of time a meaning and a truth (because It gives meaning and truth to all) so we, made in Its image can read thoughts and meanings on our printed and written pages.

That is why fundamentally reading is so important. It is an exercise of intelligence, of a power that makes us God-fashioned. And as our intelligence comes from Him and makes us (in part and by analogy) like Him, so the exercise of that intelligence must make us like and bring us to Him.⁹

⁹Harold C. Gardiner, S.J., in *Traffic Lights*, by Mary Kiely, Pro Parvulis Book Club, Foreword.

This does not mean that our literature must all be devotional. Our Catholic culture is more than a creed, a body of dogmas, it is a way of life. It has come from the pure fountain head of Christ, the Way and the Life. Down through the ages it has been preserved, and enriched, and handed on to us. We have a heritage that will always be, because its safe guardian is Christ's Church; and more than that and before it, "our human nature has been caught up into the Divinity and it has been consecrated in the person of the Word made Flesh."¹⁰ Therefore, there is nothing good in this world that is not potentially Christian and Catholic. Literature which is wholesomely good must then be Christian and Catholic. It is not a question of whether a book be devotional. It is a question of whether our literature served to children is digestible, nourishing, and enriched with vitamins of Catholic culture.

A Job for All

The work of "Book Selection," I believe, is one which no one person can do. It is a job for the entire personnel, requiring active co-operation of supervisors, principals, teachers, public and school librarians, and children. Librarians are generally considered the book authorities for the library because of their training, which does not go beyond a course or two in book selection. The book field is large and growing. It requires constant reading, some of it close reading; and with limited funds, there is much call for controlled enthusiasm and discrimination. Twenty-five dollars should be made to go every penny of the way. There is no better help toward this than the judgment of the teachers. They know their field, or should know it; and they know what they want. The books referred to in the early part of this paper give ample guidance to them in this important work of book selection.

Discarding Books

Before attempting to add to an initial collection of books, which perhaps has been poorly organized, it is recommended that there be a weeding-out process. This will acquaint the librarian and the teachers with the stock in hand, prevent duplications, and make room for new books. The following list may be helpful in sorting out useless materials. Remove all books which are:

1. Worn beyond rebinding. Discard them.
2. Books worn, but having good print and content. Keep for rebinding.
3. Books with yellow paper, fine print, unattractive format. Discard them.
4. Texts not useful for reference purposes. Discard them.
5. Multiple copies of books — text editions. (Up to a registration of 300 a school should not have more than 5 copies of a book recorded in its accessions. Such duplicate collections may be kept in a storeroom. They are not library materials.)
6. Mediocre books. Discard them.
7. Sets or individual books wholly out of date and beyond the comprehension of the pupils. Discard them or give to an institution or individual who has real need of them.
8. Harmful books, especially fiction. Discard and burn them.

I have used the direction "Discard them" six times. Perhaps, one of the best services a librarian does is to rid the library of the bulk

of useless material found in so many so-called libraries. A report to the state education department, carrying a large number of discards means that that library has nothing but live books; that useless books have been discarded, and that books are being worn out and replaced. Without such an item in the report, the department has good reason to suspect the effective functioning of that library. Do not be afraid to clear the shelves of trash. You may find it has some value in the eyes of the junkman, and it will cease to be an ugly feature of an otherwise bright and inviting collection of books.

Our superintendent, Father Duffy, has asked me to cover several other points in this talk. There is the question of checking the leisure reading done in the library. The best authorities seem to think that the recreational reading program carries itself in a proper setup. There are many factors that affect this. They are:

1. A well-balanced selection.
2. A comfortable and attractive environment, conducive to study.
3. An atmosphere of informality and freedom.
4. Wise and subtle guidance when needed.
5. Bulletin-board displays and exhibits carefully done.

THE HIGH TIDE

Whatever the effect of the war on the rest of the citizenry, upon the teachers and guides of youth it should cause real stimulation of effort and real acceleration of pace.

This is no time to sit back and wait for the war to be over. The greatest possible mistake is that taken in some quarters: Nothing much can be expected of students and young people during the feverish war days; let's bide our time until things are back to normal.

When things were normal, let's remember, we who are responsible for young people were pretty pessimistic about them. We found them so enmeshed in the good times and easy opportunities of American life that the hard ways of faith and sacrifice were unattractive except to the heroic few.

Well, we have the chance now to capitalize on the change of attitude that must come with a war.

Of a sudden, young people have come to know that their studies are valuable. They need mathematics in every branch of the service; they need English to meet enemy propaganda with sound presentation of truth; they need whatever languages they can master in addition to their own; the sciences are demanded by a dozen government agencies; the specialist and expert in any line — business, law, personnel, administration, quite as much as science and military tactics, is sitting on top of the world. Let's remind them of all this when we enter the classroom or talk to young students. — Rev. Daniel A. Lord, S.J.

6. Provision for daily access to the library, giving repeated opportunities to read.

7. All materials properly organized and easily accessible.¹¹

Testing such reading raises many questions. Testing removes freedom, defeats the aims. There is difficulty in measuring an individual's enjoyment of anything. He is the only judge. It is better to forget testing. Do everything to get the right book for the right child at the right time, and leave him to enjoy it. Use informal tests where children check with keys, if you so will. Even adults enjoy this. Some schools prepare test cards of the kind for popular books. These the children may use if they wish. Reading records, however, are a different matter; but they should never be used to show the extent of one child's reading compared with another's. Extensive reading in one pupil may be entirely offset by intensive reading of a higher quality by another pupil. There is a place for a record of a child's reading from one year to the next. It may serve as a basis of comparison from year to year, and an index of his mental and emotional growth. Such records are simple statements of author, title, type of book, date started, and date completed. Perhaps, a note of appreciation may be added. It gives the librarian a chance to lead the child to new types or to related fields. It can also be a source of personal pride to the child, but should never be the basis of an award. The more simply it is kept the better.

Using the Library

Concerning the problem of providing a definite time for classes to use the library, that is an administrative problem for the principal. The daily allotment of time is the preferred arrangement, but with the many school activities giving an all too full day, it presents a real difficulty. However, where the school is staffed by teachers who are following the new type of teaching, there is urgent need for such library time, and the principal in such schools will find a time for it just as she does for arithmetic, spelling, or music if she is a person with a high degree of appreciation of the role of the library in the school. Some argue against the regular scheduling of classes to the library. They claim it is a violation of the principle of children's interests. They believe children should go to the library when they are interested in reading and when they need help. This reasoning is not sound pedagogically nor psychologically. It could be applied to scheduling any subject. It is good training to learn to budget time and use it efficiently. It is good training to learn to follow directions. Children are always interested in good books suited to their interests and reading range. They do not lose interest because they must exercise it within reasonable limits. They do not enjoy a good swim, a hike, or a movie the less, because they must have it at an appointed time and because at other times they must restrain themselves. On the other hand, it whips their zeal the more for having had a curb put upon it. The advantages by way of library service and of integration of the library with the school program are so many that they heavily outweigh the disadvantages of trying to care for an entire class at one time plus casual visitors who come for special needs.

¹¹Jewel Gardiner and Leo B. Baisden, *Administering Library Service in the Elementary School* (Chicago: American Library Association, 1941), p. 127.

¹⁰*Ibid.*

Practical Aids for the Teacher

Case Studies in Educational Problems Everybody Was Surprised

Elmer Rafferty was a little fellow for his age, but he was something of a "Little Corporal" in his own right. He "horned in" in his conversation with the other boys; he shouted out his thought in the midst sometimes of the teacher's explanations; when a question was asked, if he had any opinion at all on the matter, he would proclaim the fact loudly without waiting to be called upon and even without indicating that he wanted the floor.

It was still early in his second year when the English teacher who was also the principal, said to me concerning this *enfant terrible*: "I will not have Elmer Rafferty in my class another minute unless you teach him at least the rudiments of civilization. He disrupts the entire class with shouting out answers at any time even during an explanation. He hasn't the culture of an ordinary barbarian." I was the home-room teacher in second year; who was I to bring civilization into this little savage cosmos overnight? But I would do what I could.

Just before the evening dismissal, I said: "Elmer, I should like to see you a moment before you go home this evening, if you please!" with a little arching of the brows and the general implication that there might be some guillotine play before it was all over. Elmer waited. After the room was cleared: "Come here, Elmer; I want to say something to you. Stand right there!" Elmer came. I took a deep breath.

"Elmer, you have been getting on everybody's nerves around here, and things have come to a pass where not any of us can stand another thing. You have no regard for the rights or the respect due to anybody; you shout out answers in class any time you get a notion; you interrupt others in their recitations, in their conversations; even the fellows are weary of you. Nobody will ever like you and you cannot possibly live alone; you are taking a direct course to living a very lonely life, young man, unless you get some kind of grip on yourself and do it right now." That was as much as I could manage on one breath; I had spoken rapidly and with emphasis, punctuating every portion of my tirade with exclamation marks, three at a time. When Elmer, who had stood most respectfully silent all this time, realized that I had finished, he said: "Will you tell me just what I can do to get over all that; I don't want to be like that."

I was dumbfounded. My irritation at Elmer—and there was enough of it—was spontaneously converted into deep admiration. In one quick flash I tried to imagine a teacher saying to me the things I had just now said to Elmer, with the sharp criticism and almost lack of sympathy in the voice, the teacher twice my own size and almost twice my age; and I knew I should never have been able to "take it on the chin" as Elmer Rafferty was doing that moment.

"Why, Elmer," I said, "there is nothing in the world we cannot accomplish if that is the

Type of Case: Rudeness made this pupil intolerable to his teachers and unpopular with his classmates. The pupil didn't realize his fault and the teachers and pupils were astonished at the change as he responded to the principal's challenge.

The teacher credits the reformation to the boy himself. We publish the story as a warning against rash judgment, even in its milder forms.

way you feel about it." Then, I told him what I would do in order to get over this bit of "orneriness." I would not even raise my hand in class to offer an answer for a while; I would wait till the teacher called upon me. In conversation with the boys, I would never offer any opinion on anything even if I knew more about it than all of them together; if they asked me what I thought about the matter, I would say, "Well, I don't know so much about such things, but perhaps it might be this way, what do you think?" He thanked

me heartily for telling him about the general impression he had been making without realizing it, and went home. I felt despicably small as I watched him go out the door.

The next noon some of the boys came to the desk.

"What did you do to Rafferty? He's a different fellow. Why, you'd never believe he could change so much. He's a real guy now."

"Not a thing. If anything has happened in Elmer Rafferty, Elmer himself is the only one responsible. He has done it all. We should all be better off if there were a few more people in the world who can do a man-size job as Elmer has done." Things like that make me love and admire boys no matter what villainies they perpetrate. I am on my knees to their generosity. It makes it worth while losing sleep over their pranks and getting gray hair over their escapades. If only, oh, if only one could always know just what to say and do, or what not to say and do in each case! But boys are such strange and complicated creatures that one never knows when the button which one would think would make them walk to the right is really the one which makes them go backwards. William James was right when he said, "There are times when only the direct guidance of the Holy Spirit will tell the teacher what to do." Those times are all times with boys; and yet, with no two of them, the same times. Hence, the very safest rule I can suggest is: Be intimate with the Holy Spirit!

Homemade Carbon Dioxide

Sister M. Genoveva, C.S.C.

Homemade things possess the advantage, at least, of having more or less of the personal element in them, so I am offering these recipes for homemade carbon dioxide. Perhaps many high school teachers of chemistry have already tried them, but there may be some who will welcome them as I myself always welcome any suggestion that will add to the interest of my class. Ordinarily the preparation of carbon dioxide has seemed to me one of the least interesting of experiments because the gas cannot be seen, tasted, nor smelled, and after one has demonstrated that it turns limewater milky and extinguishes fires there is little else to do with it. We did find the experiment with a homemade fire extinguisher rather exciting on one occasion, however, when we went outdoors, built a small fire, and permitted a high-strung member of the class to manipulate the apparatus. I had warned her not to become frightened if, on inverting the fire extinguisher, she felt considerable pressure on the stopper when the water filled with the gas rushed out. She lost her head, pointed the rubber delivery tube in every direction, and ended by having several members of the class more or less put out instead of the fire.

The usual laboratory manual calls for marble chips and hydrochloric acid for the preparation of carbon dioxide. So we go to

the supply cupboard, take out the carton of marble chips and the hydrochloric acid supplied by the apparatus company, and proceed according to the directions in the manual. This is as it should be, of course. But after this has been done, why not give the student an opportunity to do a little thinking, and to exercise a little ingenuity. Let him try to find a substitute for the marble supplied by the scientific company. At the present day the ability to find substitutes is peculiarly valuable.

The student has learned that marble is a form of calcium carbonate, and he knows the names of several other forms such as limestone, chalk, sea shells. Ask the class if anyone could suggest a way of making carbon dioxide if there happened to be no marble chips on hand. Suggest that during the next laboratory period it would be interesting to try to obtain carbon dioxide from other forms of calcium carbonate. Nearly everyone has oyster shells or sea shells at home. Ask the class to bring some, but just in case no one does, it is well to have some on hand. Chalk may be taken right from the blackboard. I save the small pieces for this purpose. In almost every region there is limestone. Ask the class to bring in specimens of several kinds of stones found in their back yards, or on the way to school, taking particular care

to find some bluish gray ones. Show them that to discover whether or not these are limestone, it is only necessary to add a little dilute hydrochloric acid. If there is an effervescence the specimen is limestone. Now let the class try making carbon dioxide with these different forms of calcium carbonate, performing the same tests as the manual gives for the original experiment. Run the gas into limewater, test it with a lighted splint. The results, of course, are the same. While typing this, I recalled that coral is also a form of calcium carbonate and seeing a piece in the laboratory case I stopped a moment to try it with hydrochloric acid. Next time my class performs this experiment we will use this method also. This morning I brought in a few pieces of cement from a broken step and tried the experiment with that. Since cement contains limestone it worked very beautifully. So here are five substitutes for the marble chips generally called for in the manual. How much more readily the students will remember the different forms of calcium carbonate after using them to produce the same gas, and how much it will help them to realize that for practically every necessity there can be found a substitute. They feel, too, that they have done a little real experimenting since they have tried something not already cut and dried for them in the book. It may impress them also if we make this comparison. Moses at the command of God struck a rock with his rod and water issued from it. We touch a stone, with one of the compounds God has given us, hydrochloric acid, and a gas comes forth which has the power to extinguish fire, to turn limewater milky, to make plants grow, to furnish the tang of pop or sodawater, and all the beverages so popular with young people. What a marvel it is!

Further experiments with carbon dioxide may be performed by obtaining it from dry ice. This appeals to the students since the uses of dry ice are known to them, but its composition frequently is not.

The fact that carbon dioxide does not support life may be shown by collecting a bottle of it, and dropping an insect into it. I have tried it with Japanese beetles and common houseflies which should be killed anyway, for I hold with William Cowper that I wish no one to call me friend who needlessly would put his foot upon a worm. In connection with this experiment the students might be told of the Dog Grotto in Italy, but this performance should be condemned as cruel. It would not be permitted in our country. In a certain grotto in Italy carbon dioxide gas issues from crevices in the earth and being a heavy gas settles to the ground. The man who exhibits what is looked upon as a phenomenon, waits until a group of tourists visit the grotto. Then he calls his dog, ties his feet, and lays him on the ground at his own feet. In a few seconds the dog exhibits signs of great distress. His eyes bulge, he gasps for breath, and is apparently dying. The tourists marvel at this as they cannot divine the cause since the man standing beside the dog shows no signs of discomfort. When the dog is carried out of the grotto and released,

he runs off as if nothing had happened to him. The explanation is, of course, that the dog lying on the ground was completely enveloped in carbon dioxide which because of its heaviness settled to the ground. The man standing upright was not affected by it. The fact that in carbon dioxide, which because of its heaviness harmful when it shuts out oxygen, should be made clear.

There are several reasons why the above simple experiments are valuable to the student. In the first place, he feels the satisfaction of discovering something for himself. No doubt, everyone can recall the joy of such an experience. I remember such an incident of my young days. While playing drugstore I mixed yellow and blue colored water in a

bottle and was astonished to find they made green. It's a simple illustration, but I still remember the joy of the discovery. In the second place, any student who has picked up stones in his own back yard and found that certain ones yield an interesting gas whose various uses are familiar to him, from that day will look at all stones with greater interest. And what is more important than either of these benefits, if the lesson has come home to him that his own mind is capable of figuring out substitutes, he will not be distressed in later life at the deprivation of something he considers a necessity, but will use his intelligence and his ingenuity to replace it by something equally good. Just now, interest in substitutes is especially keen.

The Daily Test

Sister M. Raymond, O.M.

Those interested in the advancement of their pupils along the road of knowledge would do well to adopt the Ignatian method of "examen" or checkup in their classwork. The checkup may be used in much the same way as the "particular examen" is used in promoting spiritual progress and with equally satisfactory results. Its use will be beneficial to both teacher and pupil. The checkup may take the form of a brief daily test given at the beginning of the period. The test and the correction of it need not take more than ten minutes. The results of the test will enable the teacher to see whether the lesson has been thoroughly understood. Each pupil will have the satisfaction of knowing where he stands. He will know whether or not he is making the required grade, and this knowledge can be a powerful stimulus. The good student will be spurred on, and the poor one will be less satisfied with himself. Report shocks will be prevented.

In a large class daily marking is rather difficult. The 40- or 45-minute period does not allow time for individual recitation. Even if it did, too large an amount of time would be devoted to recitation and too little to actual teaching. With a daily test each pupil participates in the lesson no matter how large the class. Each one has the same set of questions so the mark is fair. The test can be of the thought-provoking type, and that is excellent for the students. It may include one or two review questions to supply the constant repetition so necessary in the learning process. Perhaps its greatest advantage is that it leaves the major part of the period for actual teaching.

Possibly some teachers will object that the students are not capable of correcting papers. They can be trained, and the training will facilitate their education. Pupils thus trained will become more observant and alert. A student can often see another's mistake when he cannot see his own. If the method of correcting is thoroughly understood, no difficulty will present itself. It is advisable to have a definite percentage for each question. The questions, too, should be so framed that there will be no cause for ambiguity. This correcting by the students affords fine opportunity for training in accuracy and honesty. After the papers

are corrected they are returned to their owners. A few minutes is allowed the pupils to look over the test. If any point of the lesson needs reteaching, it can be taught before the new lesson is begun. Thus the teacher has tested, checked, retaught, and yet the greater part of the period remains for the development of the day's problem.

In what way will these daily tests aid the teacher? To give a test each day the teacher will have to have a definite aim, and what is more she will have to accomplish it. Ordinarily it is difficult for a teacher to judge just how much of her aim she accomplishes each day. With the daily test, however, she can measure her accomplishment in actual percentage. It is excellent training for a teacher to sum up her lesson each day in a test. The test necessarily will consist of the high lights of the lesson. If the student masters these, the lesson has been learned. Both the teacher in teaching and the pupil in learning will be hammering away at the fundamentals, and that makes for effective teaching and purposeful learning.

The daily test is by far more beneficial than the monthly or quarterly test. We all know that the period just previous to the monthly test is marked by intense interest and zeal. Were that zeal spread over the entire year, teaching would be much more satisfactory. The daily test does much toward that goal. Students are just as eager to pass the daily test as they are to pass the monthly one. The same stimulus is there. Moreover, according to the psychologist, it is easier to learn a thing if it is reviewed while it is still fresh in the mind. In the daily test the matter is reviewed within 24 hours. Alas! the matter is anything but fresh in the mind of the student after a month or more has elapsed. The greatest benefit of the daily test, undoubtedly, lies in the fact that the teacher knows exactly the standing of each student. Sometimes the monthly test surprises both the teacher and the student, and unfortunately the surprise is not a pleasant one.

This type of test lends itself to any grade or subject. Science, language, mathematics all come within its scope. Perhaps a sample test in French and geometry will do much to show how brief yet comprehensive such a test can

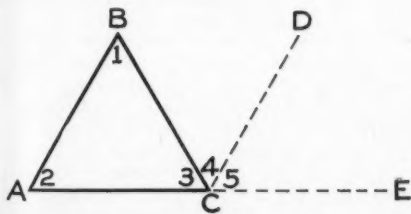
be. Let us suppose that we have taught the use of the partitive in French. The test might be something of this type:

Write in French the following sentences:

1. She has beautiful dresses.
2. She has friends, but she has no money.
3. Will you have coffee or tea?
4. They have no children.
5. We have meat and vegetables.
6. There are red roses in the garden.
7. She buys milk.

Now the test contains 10 uses of the partitive. As you see the other part of the sentence is very simple. Our main object is to see whether the students understand the use of the partitive. There are 10 answers so each receives a value of 10 per cent. The teacher writes the correct form of each sentence on the board, and the students correct each other's papers. After the papers have been corrected and returned, the ranks are noted. If the entire class fails, the students do not know the lesson and it should be retaught. If a large number fail on the same sentence that form of the partitive needs extra drill. In that case a sentence of that type can well be included in the test of the next day. Thus 10 minutes tells the teacher what each student in her class knows about the partitive. It matters not whether the class be one of 5 students or 50.

Every teacher of geometry knows how difficult it is to get an estimate of what each student has done on the assignment. The clever student can recite after he has heard the proposition given a few times by other pupils. Unless he is called on first he does not have to put much time on the assignment. The daily test takes care of him. Let us assume that the assignment was the proposition: The sum of the angles of a triangle equals two right angles. The test might take this form: The teacher would draw on the board the figure for the proposition.



1. Angle 1 equals angle 4. Why?
2. Angle 2 equals angle 5. Why?
3. Angle BCE equals angle ? plus angle ?.
4. Angle BCE also equals angle ? plus angle ?.
5. Angles 3 and 4 and 5 equal how many degrees?
6. How many degrees in each angle of an isosceles right triangle?
7. The vertex angle of an isosceles triangle equals 75 deg. How many degrees has each angle at the base?
8. The vertex angle in an isosceles triangle is twice an angle at the base. How many degrees in each angle?
9. How many degrees in each angle of an equiangular triangle?
10. Can a triangle have two right angles?

Perhaps sufficient has been said on the merits of the daily test. The best way to judge its worth is to give it a trial in your classroom. We need every help that we can get. Once the home was the extension of the school. The father and mother were vitally

interested in the work of the child. The evening was devoted to the out-of-class assignments. Today the telephone, radio, movie, and a legion of other distractions act as so many magnets to draw the attention of the student from his schoolwork. The student needs a

stimulus. He is interested in the football game because of the score. The game would certainly lose its popularity were there no final score to be announced. Perhaps your students need a score to stimulate them. If so, try the daily test.

Teaching Lyric Poetry

G. R. Rankin

EDITOR'S NOTE. In Catholic schools it has always seemed to the editor that the teaching of literature should be particularly strong. The content and method of literature is particularly an aid—and a vital force in the achievement of the fundamental purpose of the Catholic school. This is a suggestive paper written quite simply.

Poetry is beautiful thought, play of the imagination, and felt emotion of the poet, skillfully expressed in a rhythmical manner. Poetry is more than a matter of intellect: it reaches the heart.

There are two distinct classes of poems; namely, the objective and the subjective. Poems in which the personality of the author is almost entirely invisible in order that the tangible facts which he portrays may be uppermost are objective. Almost all narrative and dramatic poetry is objective. Subjective poems, on the other hand, express personal feelings. These poems are the ones called lyric poems. While some few poems are on the border line between the two classes, most verse can be assigned definitely to one or the other of these two classifications.

In lyric poetry, the expression of the heartfelt feeling, the mood, or the imagining—in short the personality—of the writer is all important. That is why lyric poetry has a charm that is not so apparent in objective poetry. The appeal of lyric poetry is, therefore, chiefly to the heart.

Someone has said that it is the business of the poet to "transmute the materials of human life into beauty." Sidney Lanier made almost the same statement when he said, "For the artist in verse there is no law; the perception and love of beauty constitute the whole outfit." This transmutation process is of greatest significance in the creation of lyric poetry. The "materials of human life" are everywhere, although not everywhere the same. The poet shares with his fellow men the joys of life.

The Teacher As Mediator

If this be the true conception of the place of the poet, what is the office of the teacher of lyric poetry? Dr. Erskine has made the statement that it is the function of the teacher to mediate between great poets and their audiences. To teach poetry is to help pass on to others the accumulated wisdom of the race. Not mere intellectual wisdom, but the wisdom that comes from a full appreciation of all that is best in life. Because of its subjective character lyric poetry calls for the exercise of the teacher's function as mediator in the fullest meaning of the word.

Since the teacher's sole aim is, then, to secure a love for what is beautiful, there can be no place in his methodology for close analytical study. Only the simplest facts of versification are to be taught and these only as incidental to the proper appreciation of certain poems. Far better is it for the student to know intimately the gems of the centuries of our verse than to talk glibly of accents, feet, and meters. As Miss Dogherty puts it, the rapture of the enjoyment of poetry is not to be spoiled by quizzing that is inquisition.

Approach to Lyric Poetry

Besides intellectual appreciation, which is aided by some knowledge of versification, there must be in the teaching of verse the development of physical, technical, humorous, social, aesthetic, and ethical enjoyments. To instill in the student a love of lyric poetry such as its true appreciation gives is the aim of the teacher who really has a vision of his task. The objective side of poetry requires pedagogical treatment only as a means to the end of understanding its subjective phases.

However, the teacher must be certain that the class has the necessary skill in the handling of the objective side of the poems to be studied before attempting to treat the subjective side of lyric poetry. The approach to lyric poetry should be by way of narrative poems. Even as late as the ninth grade there should be used for study some good collection of narrative poems. The acquirement of a technique for the objective study of these poems which are readily enjoyed for their stories, furnishes the best preparation for the study of lyric poetry.

Given a class possessing skill in the use of this technique, the study of lyric poetry will require little preparation by the pupils. Sometimes it will be best for them to be asked to come to class with a knowledge of certain circumstances of a poet's life. For instance, it might be well to preface the study of "Thanatopsis" with an assignment on the boyhood of Bryant. In general, the best preparation for a lyric poem can be given a class by the teacher immediately before the poem is taken up.

It is best that first impressions be obtained by the students from an excellent reading of each poem by the teacher. The teacher should be able to reveal as with a floodlight, the latent beauties of the composition. His reading will do much to elate his students and to send them from the classroom already possessed of new ideals and finer appreciations of life. So far as is possible or reasonable the teacher should anticipate the study of each lyric poem by explanations necessary to its understanding several days or even several weeks in advance, wherever relevancy to the subject under discussion at that time permits.

After this reading of the poems, attention should be given to certain portions. The more

difficult lines should be discussed and paraphrased by the class. Lines that are unusually fine for their imagery, for the sound effect produced, for their musical quality, or for their sheer beauty should be noted. Perception of the effectiveness of excellent passages tends to develop, as Professor Thomas points out, "standards of taste and judgment." As pupils acquire more experience and as taste strengthens more and more, comparisons between poems may be made to the advantage of quicker appreciation of the new and of fuller understanding of the old.

Now attention may be given to the sensory appeals. Full appreciation of these appeals means the "turning in" of the poem so that it becomes the true possession of the student. While some of these have, of course, been discussed in the clearing of difficulties, many others will be really "turned in" only when they are indicated as being capable of being felt. Careful attention to all the senses may open the poetical eyes of students in whom one particular sense is strongest.

Similarly abstract passages should be illuminated by the use of concrete illustrations. The central thought may be made the matter of brief discussion, but its consideration is to be subordinated to concern for the feelings produced by the lines. The theme should be considered in the light of its worth as the object of the author's emotion.

Memorizing Passages

Having spent the class hour in the consideration of a poem as mentioned above, the teacher may assign, for homework, memorization of passages that students like. For some poems, he may ask for an outline of the poem in the form of a topical division having line or stanza references. Always there should be borne in mind the fact that love of poetry is the only worthy aim in its teaching.

The recital of passages committed to memory and the reading of the entire poem after its study furnish by the quality of the interpretation the best possible test of the achievement of the student, but the final treatment of the poem should be another interpretative reading by the teacher. Good reading is the open door to teaching for appreciation.

Many passages should be memorized. Learning poetry, of course, increases the vocabulary and gives permanent pleasure. But it does more, for it increases understanding and appreciation. Memorization, too, makes possible interpretative reading of these passages by the student who has chosen them because he likes them. For later study memorized verses serve as poetry norms. Of course, this memory work need not be all assigned or accomplished solely by effort. Much poetry can be learned by repetition of passages, by reading them and by quoting them. If the teacher asks for the *exact words* of the author in response to questions, many lines will soon sing themselves into the hearts of almost all of the members of a class.

The Sonnet First

As to the order of the treatment of the various forms of the lyric, it is probably best to begin with the sonnet. Naturally the elegy will come next and after that may come in order the ode, the song, the dramatic lyric, and *vers de société*.

The sonnet affords an excellent beginning for the study of lyric poetry. Its brevity, its singleness of theme, its arrangement into

sequences, and its easily comprehended form commend it for initial study. The elegy furnishes by its definite threefold treatment of the theme, the next step in the treatment of lyric poetry. From the elegy to the ode the student moves to lyrics involving special elegance of style. Breaking the more or less rigid treatment of the theme which is characteristic of these three forms, comes the swift-moving song. Later the student may appreciate the lyric qualities of the dramatic lyric. Little time need be spent on *vers de société* save to point out the most notable examples and their relation to the more serious forms. No study of forms should leave the impression that lyric poetry can be exactly classified.

Classification of Lyrics

More productive of the real results which constitute the aim of the study of lyric poetry is the treatment of lyrics as types according to subject. They will present and develop noble conceptions when considered as on love, nature, patriotism, religion, grief, praise, supplication, or as reflective or convivial, or as depending upon some other emotion.

Just as in all other teaching, self-activity is both the means and the end in teaching subjective poetry. The student is to be encouraged to browse a great deal. Occasionally he may be asked to bring to class poems on special subjects or verse by particular authors. He should be encouraged to bring what he likes and never held to account for why he likes it.

Special methods can, oftentimes, be used to secure the activity that spells growth. An

outline of the types of both subjective and objective poetry may be put into the hands of the students, to aid in the formation of standards of judgment. The use of a phonograph is helpful in the stressing of purely lyrical qualities; by means of it, whole classes may be induced to sing the songs of Shakespeare or of Scott. Miss Phillips has motivated memorization by requiring each member of the class during the semester to give a 15-minute entertainment involving the use of the poetry included in the collection used as a basis for the course. In the teaching of modern poetry she used as a project the collection of material about authors. This material was so drawn up as to be used in the filing system of the school library. A scrapbook of modern verse was required of every senior in his last six weeks. The poems chosen were clipped or copied. They were classified and put into a scrapbook having all the parts of a well-edited book.

Some one has said that most youths live during their high school days more vicariously than ever afterward. In later years they may be "bound in shallows and in miseries" for monotonous lengths of time without the driving power of a youthful outlook. Carl Sandburg says, "Poetry is a series of explanations of life, fading off into horizons too swift for explanation." In the light of these facts is not the true function—and a realization of it must be in the mind of every worthy teacher of lyrics—of poetry the presentation of a fine philosophy of life that shall result in a brave facing of life in all of its varied contacts?

Promoting Ingenuity

Sister Theresa Marie, O.P.

Something had to be done about my class. Lack of originality seemed to be the greatest hindrance to progress. I had noticed in every subject that the model used in presenting the matter was adopted as the only example of that lesson for the majority of the children. For example, if I used the sentence "Finland paid its debts" in teaching the object of a verb, every time I asked for an object, I'd get "Finland paid its debts." In every lesson I detected this weakness. In art it was very pronounced. In perspective work not a line would be different on some papers from those shown on the model even though the idea would be to have a variety of objects.

In desperation I hit on an idea that I hoped might clear this situation. Every child must bring in a description of something he invented in his imagination. In the case of a girl it might be an original creation in cooking, dressmaking, or millinery. The point was it must be absolutely original and different. Each child was to explain the need that "mothered" the invention. (The title was to be "Necessity Is the Mother of Invention.") He must give in detail the construction of the parts and directions for using.

The results? Astounding! The originality of the creations and inventions overwhelmed me. Some were absurd but the children were told that they need not necessarily be practical.

What fun we had discussing the good ones and making corrective suggestions for those not too good. What a remarkable lesson I received in original themes.

The next step was to draw these inventions, making the drawings so clear that one could

follow the directions and know exactly what these objects looked like and how to use them. Again we had unusual results and an excellent lesson in art. Each one used his own ideas in coloring. How very enthusiastic these children became, especially when they were told to bring in miniature samples of their inventions or creations. They vied with one another in making them attractive.

Finally, in every lesson the point we stressed was "originality." If a boy dared use a sentence or a theme that was not original, his classmates objected. The children gained so much more confidence in their own ability and suggested so many original hobbies and ideas that the school year passed very quickly and very pleasantly, and every boy and girl in that class felt his independence. In fact, when I suggested an idea for a poem, a composition, or an art lesson I found each one "would rather use my own." I know other teachers will find this plan very successful in making work less monotonous.

SAFEGUARD THE HOMES

A grave danger to family life and religious education may be the result of current proposals for the day care of children whose mothers are employed in war industries. This fear was expressed by the advisory committee to the department of education of the N.C.W.C. at a recent meeting. The committee recommended that mothers of small children not be called upon for work till all other labor pools have been exhausted. In that extreme provision should be made for safeguarding the integrity of the home and religious education.

Planning by the Month and the Year

If November's winds are chilly and her skies are cloudy, you and your pupils will have little time to lament these portents of winter. And not all of your distraction will be due to the close of the football season and the anticipation of roast turkey. This month brings, first of all, many spiritual activities—All Saints, All Souls, Thanksgiving, and finally, the first Sunday of Advent and the feast of St. Andrew the Apostle. Even the civic events of Armistice Day, Book Week, Education Week, and Thanksgiving all have the spiritual motive and background. That is fortunate, because you and the pupils need divine grace to do the work prescribed in the curriculum in addition to the important extras.

Special Days in November

1. All Saints
2. All Souls
13. St. Stanislaus Kostka
17. St. Gregory the Wonder Worker
21. Presentation of the B.V.M.
22. St. Cecilia
25. St. Catherine of Alexandria
29. First Sunday of Advent
30. St. Andrew, Apostle
3. National Election Day
3. William Cullen Bryant
11. Armistice Day
13. Robert Louis Stevenson
14. Robert Fulton
22. La Salle
29. Louisa May Alcott

Spiritual Activities

Do all your pupils understand just who are included in the All Saints honored on November 1? In the lower grades especially, the children's interest in Halloween offers an excellent opportunity to explain the meaning and significance of this great feast.

The next day and the whole month is dedicated to the holy souls in purgatory. Do the children know that the holy souls can help us but not themselves? Ask the little ones what they plan to do for the faithful departed during the month.

November brings the Church year to a close. Have the pupils learned what is meant by the Church year?

Education Week

American Education Week, November 8-14, is sponsored by the National Education Association, the American Legion, the United States Office of Education, and the National Congress of Parents and Teachers.

The general theme chosen for the public observance of this week is: Education for Free Men. The daily topics suggested are: Sunday—Renewing Our Faith; Monday—Serving Wartime Needs; Tuesday—Building Strong Bodies; Wednesday—Developing Loyal Citizens; Thursday—Cultivating Knowledge and Skills; Friday—Establishing Sturdy Character; Saturday—Strengthening Morale for Victory.

For several years past the National Catholic Educational Association, 1312 Massachusetts Ave., N.W., Washington, D. C., has prepared a special program for

the observance of a Catholic Education Week. You can get a copy of the program for Catholic Education Week in 1942 from the N.C.E.A. The general theme this year will be "Catholics and Community Activities."

Book Week

Children's Book Week will be observed, November 15-21, by schools, libraries, and other organizations. The slogan for 1942 is: "Forward With Books."

For a "Manual of Suggestions" for book week and other literature address: Book Week Headquarters, 62 West 45 St., New York City.

The object of book week is to foster an interest in good literature, especially among those of the young generation. Catholic schools have, for some years, seized this opportunity to acquaint pupils and their parents with the best in secular literature and especially in Catholic literature of every sort. Publishers will be glad to supply their own catalogs and other materials for an exhibit.

THE CATHOLIC SCHOOL JOURNAL has, on many occasions, referred to the best known lists compiled by various Catholic agencies. The following are some of them:

Reading Lists

"A Reading List for Catholics" and "Supplement to a Reading List for Catholics." Both of these lists may be obtained from the Catholic Library Association, Box 346, Scranton, Pa.

"Catholic Books, 1941," a reprint from "The Catholic Bookman." The latter is a monthly review (\$2.25 per year), published by Walter Romig and Co., Detroit, Mich.

"Traffic Lights," by Mary Kiely (50 cents). The author is the editorial secretary of the Pro Parvulis Book Club, Empire State Bldg., New York City. This organization publishes the "Pro Parvulis Herald," a periodical review of books for the young.

"The Book Survey," published quarterly (50 cents per year) by the Cardinal's Litera-

CITIZENSHIP ON TRIAL

Our pupils must be made fully and intelligently aware at this momentous hour in their country's career that all that their democratic way of life should mean to them in freedom, security, and opportunity is now seriously imperiled and they must be prepared, when the call comes, to do their utmost and to sacrifice even their lives to protect and preserve liberty for themselves, their fellow countrymen, and for all liberty-loving peoples throughout the world. They should appreciate the truth of Lincoln's words spoken at another hour of national crisis: "No personal significance or insignificance can spare one or another of us. The fiery trials through which we pass will light us down in honor or dishonor to the latest generation. We shall nobly save or meanly lose the last great hope on earth."

—Bishop Molloy.

ture Committee, 23 East 51 St., New York City, contains good, brief evaluations of new Catholic and secular books.

"Books on Trial," a monthly review (\$1 per year), published by Thomas More Library and Book Shop, Majestic Bldg., Chicago, Ill.

"Best Sellers," a biweekly review, edited by Eugene P. Willing, P. O. Box 346, Scranton, Pa. (\$2 per year). These reviews are intended for librarians, teachers, and others who are called upon to give advice regarding best sellers.

Armistice Day

Armistice Day, November 11, will be an occasion this year for special prayers for our country and for the world and for the speedy arrival of a new and permanent Armistice. In high schools, students of history can sponsor a patriotic program featuring an explanation by a competent speaker of the reasons why the peace following World War I did not last. The drama, "We Pledge Allegiance," in this issue of your JOURNAL is suitable for a patriotic program.

Thanksgiving Day

Thanksgiving Day should be given special attention in every school. How many blessings, especially spiritual blessings, we are enjoying in the United States of America, in spite of the terrible war. Previous issues of this JOURNAL contained many Thanksgiving plays for the grade school. See page 247 of last month's issue for a list of publishers of plays. This may help you also in choosing a Christmas play.

Planning for December

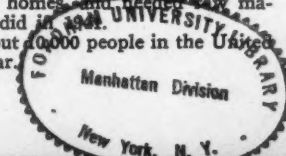
"Only three weeks till Christmas" will be the slogan of your pupils after December 1. It may be well for you, too, to count the weeks before Christmas and to add: "Only three weeks of school in December." There is so much on your minds just now: Making a suitable spiritual preparation for our Lord's birthday, the most important thing for you and your pupils. Keeping yourself and your pupils on the job—spiritually, mentally, and physically—so that, while preparing for Christmas, you can complete the semester's work in time for examinations in January. Remember, in the face of all this, to preserve an inward and outward calmness and cheerfulness. Don't let an unnecessarily harsh word wound your soul and the souls of your pupils.

Prevention of Fires

Fire-Prevention Week was observed in October—but fire prevention is an all-year job. Find a way to call attention of your pupils frequently to such facts as the following:

Fire is an active ally of the Axis. Our nation's material losses, in 1941, were estimated to be \$303,985,000. This was \$17,493,633 more than the losses of the previous year. Already in 1942, we are burning up more factories, homes, and other material than we did in 1941.

Fire kills about 10,000 people in the United States each year.



A Unit on American Citizenship

Sister M. Gerard, C.D.P.

Introduction

During the first semester of the school year 1940-41 newspapers carried the announcement that all aliens were ordered by the United States Government to register under penalty of heavy fine or imprisonment. Radios broadcast similar news. Children became interested and asked numerous questions including the following: "What is an alien? What is a citizen? Where do aliens come from? Why do they come here? Why is this law made? My father came from France and says he need not register; my uncle came from France five years later and says he must register; why is there a difference? We study civics this year; why do we not study this?"

The psychological time for introducing a unit on American citizenship seemed at hand. The subject chosen, American Citizenship, was found to offer a wide field, rich in opportunity for training in citizenship, practice in use of reference books and indexes, and for correlative work in practically all school subjects.

Books and current magazines were selected. Lists of topics to be studied and questions to be answered were hectographed. Committees in charge of certain parts of the work were formed.

Objectives

Major Objectives:

To develop better citizens through a knowledge of obligations and duties of citizens as well as rights and privileges.

To develop better citizens through a more comprehensive knowledge of the cosmopolitan nature of the American population.

Specific Objectives:

1. To develop better citizens through an understanding of the duties of a citizen.
2. To increase appreciation of individual liberty offered in the United States.
3. To increase appreciation of equality offered in the United States.
4. To develop more appreciative citizens through a knowledge of their American privileges.
5. To develop more cooperative citizens through knowledge of their duties.
6. To increase love for our own country.
7. To break down idea that every foreigner is opposed to our system of government.
8. To give an understanding of the process of naturalization in the United States.
9. To give an understanding of the advantages of citizens over aliens in the United States.

Subject Matter

Aliens:

- I. Meaning of alien
- II. Laws affecting aliens in the United States
 - A. Entrance restricted by United States Government
 1. Selection of races and classes
 2. Treaties
 3. Quotas
 - B. Owe local and temporary allegiance to state, and obedience to laws equally with citizens
 - C. Get protection of law
 - D. Subject to deportation for:
 1. Illegal entrance
 2. Commission of certain crimes

- a) Before entrance
- b) After entrance
3. Advocating overthrow of United States Government
- E. Fewer political and civil rights for aliens in time of war
- F. Aliens subject to certain requirements for safety of country during present conditions
 1. Registration
 2. Finger prints
- III. Aliens eligible for citizenship
 - A. Whites
 - B. Africans
- IV. Aliens ineligible for citizenship
 - A. Japanese
 - B. Chinese
 - C. Hindus
 - D. Burmese

Citizens

- I. Citizens by birth
 - A. Birth in United States
 1. Persons included
 2. Persons excluded
 - B. Birth outside of United States of American parents
- II. Citizens by naturalization
 - A. Collective naturalization by action of Congress
 1. Territories of Michigan, Louisiana, Florida, Oregon, Alaska
 2. Texas and Mexican Cession
 3. Hawaii, Puerto Rico, Virgin Islands
 4. American Indians

NOTE: Filipinos not citizens but nationals of United States, a class between aliens and citizens, though citizens of Philippine Islands.

- B. Individual naturalization process
 1. Declaration of Intention
 2. Filing of petition
 3. Taking oath of allegiance
 - III. Cases of dual citizenship
 - A. Born out of United States of American parents
 - B. Foreign countries who claim their people though naturalized in United States
- NOTE: In United States all persons not aliens who reside within one of the states of the Union have double citizenship, as citizens of the state in which they reside and also of the United States. By law and Constitutional amendment citizenship of the United States has priority and supremacy to state citizenship.
- IV. Loss of citizenship
 - A. Voluntary oath of allegiance to foreign power (exceptions regarding World War I)
 - B. Formal renunciation
 - C. Naturalization in foreign country
 - D. Prolonged residence abroad

Rights and Privileges of Citizens

- I. Fundamentals contained in Bill of Rights
- II. Others mentioned in Constitution
 - A. Privileges and immunities of citizens in any one of the several states
 - B. Not be deprived of life, liberty, or property without due process of law
 - C. Equal protection of laws for all
 - D. To sue and be sued in court
 - E. To own property
 - F. To carry on lawful business
 - G. Pass freely from state to state
 - H. Be assured of a republican form of government

Obligations and Duties of Citizens

- I. In the home
 - A. Respect and obedience
 - B. Kindness and happiness
 - C. Doing one's share

- D. Being on time
- E. Dependableness
- II. In school
 - A. Regular attendance
 - B. Honest effort
 - C. Respect for rights of others
 - D. Respect for property
 - E. Obedience to authority
 - F. Participation in activities
 - G. Pride in school
- III. In the civil community
 - A. Attention to problems of community
 - B. Community interest before personal
 - C. Belief in ideals of community
 - D. Cooperation in performing functions of government
 1. Vote intelligently
 2. Serve on jury
 3. Hold office if elected
 4. Give military service

Correlation

History

- I. Coming of foreigners
 - A. Nations leading in exploration and colonization of continent
 1. England
 2. France
 3. Spain
 - B. People entering later
 1. Germany
 2. Poland
 3. Italy
 4. Ireland
 5. Scandinavian Countries
 6. Negroes
 7. Asiatics (now excluded except in certain cases)
 8. Practically all countries
 - C. Reasons for leaving native lands
 1. Love of adventure
 2. Seeking freedom from oppression
 3. Seeking means of livelihood
- II. Decline in immigration since 1914
 - A. World War
 - B. Depression
- III. Annexation of territory
- IV. Parts of North America settled by leading nations
- V. Study of maps for places settled by different races

Geography

- I. Location of countries mentioned
- II. Location of outlying territory of United States
- III. Study of maps for areas of globe inhabited by different races
- IV. Filling and coloring of outline maps

Religion

- I. Obedience to law mentioned in New Testament
 - A. Mary and Joseph to Bethlehem in obedience to edict of Roman Emperor
 - B. Christ taking coin from mouth of fish to pay tax for Him and Peter
 - C. Christ condemned to death by Roman ruler and obeyed
 - D. St. Paul exhorting all to obedience to their princes "Not only for wrath but for conscience sake for such is the will of God"
- II. Mention of citizenship and rights in New Testament
 - A. Vacillating Pilate sending Christ to Herod on hearing He was of Herod's jurisdiction
 - B. St. Paul to centurion when about to be scourged, "Is it lawful for you to scourge a man that is a Roman citizen and uncondemned," and no scourging followed
 - C. St. Paul to tribune in Jerusalem: "I am a Jew of Tarsus in Cilicia, a citizen of no mean city," and was then permitted to preach
 - D. St. Paul in Jerusalem, "I appeal to Caesar," his removal to Rome and easy captivity there

- E. According to tradition St. Peter was crucified, while St. Paul, a Roman citizen, suffered the less agonizing death of beheading

Language

- I. Writing of dialogues between newly naturalized citizens
- II. Writing letters to real or imaginary cousins in other countries
- III. Oral debates
 - A. American citizenship should be open alike to people of all nations
 - B. Obligations to one's country are more important than one's rights
- IV. Grammar exercises
 - A. Classifying nouns
 1. Singular: alien, citizen, state, home
 2. Plural: aliens, types, classes, territories
 3. Plural in form but singular in meaning: news, politics
 4. Collective: Congress, group, nation, army
 5. Common: man, soldier, citizen, territory
 6. Proper: United States, Alaska, Hawaii
 - B. Finding subjects, objects, predicate nominatives in these and other sentences
 1. I am an American
 2. A dutiful citizen obeys the laws
 3. Henry Wallace is an American citizen
 4. Carl Schurz was a naturalized citizen
 5. Congress controls naturalization
 - C. Classify the following sentences into simple, compound, and complex:
 1. An alien must be eighteen years of age before he can make his declaration of intention
 2. The first president of the United States who was a citizen by birth was Martin Van Buren
 3. A good citizen loves his country and his country's flag
 4. A government is bound to consider the interests of its subjects; a subject is bound to obey the laws of his country

Use of Dictionary

Find meaning of such words as eligible, ineligible, jurisdiction, renunciation, formal, allegiance, immigration, emigration, quota

Arithmetic

- I. Problems in percentage
 - A. If a city has a population of 145,000 and 14 per cent of these are foreign born, how many are foreign born?
 - B. A city of 18,000 inhabitants has 900 aliens. What per cent of its population is alien?
 - C. In a city of 45,000 qualified voters there are 29,250 ballots cast. What per cent did not vote though qualified?
- II. Drawing of graphs
 - A. Figures show that of aliens naturalized in one year 50 per cent were from Greece; 36 per cent from Albania; 55 per cent from Italy; 18 per cent from Spain; 20 per cent from Portugal. Illustrate by a bar graph.
 - B. Of aliens in a certain city those from England number 69 per cent; Ireland, 70 per cent; Canada, 51 per cent; Central and South America, 30 per cent. Illustrate by a bar graph.

Art

- I. Study of pictures of aliens arriving at Ellis Island
- II. Study of pictures of aliens in naturalization court
- III. Drawing of United States Flag
- IV. Drawing of American Eagle and other patriotic emblems
- V. Making of posters (illustrations of those chosen as best are here given)

Reading

I. Poems

- Whittier, J. G., *The Poor Voter on Election Day*
 Lanier, Sidney, *Dear Land of All My Love*
 O'Reilly, J. B., *The Pilgrim Fathers*
 Longfellow, H. W., selections from *The Building of the Ship*
 Carroll, Robert Emmet, *The Song of the Foreign Born*
 Henderson, Daniel, *The Alien*
 McCarthy, Denis A., *The Land Where Hate Should Die*
 Guest, Edgar A., *A Patriotic Creed*
 Hemans, Felicia, *The Landing of the Pilgrim Fathers*
 Nesbit, Wilbur, *Your Flag and My Flag*

II. Prose Selections

- Correspondence Between Miles Lewis Peck and Carl Schurz*
 Lieberman, Elias, *I Am an American*
 Dwyer, J. F., *The Citizen*
 Zangwill, Israel, *The Melting Pot*
 Steiner, Edward, *Early Experiences in America*
 Steiner, Edward, *Americanus Sum*
 Pupin, Michael, *The Hardships of a Greenhorn*
 Panunzio, Constantine M., *Finding Work in America*
 Haskin, Frederick J., *The Immigrant Contribution*

Singing

- I. "Be Glad You Are an American"
- II. "God Bless America"
- III. "My Country 'Tis of Thee"
- IV. "O Columbia, the Gem of the Ocean"
- V. "Star Spangled Banner"

Activities

- I. Find whether all pupils, parents, and grandparents of pupils are citizens, and if so how was their citizenship obtained
- II. Interview certain naturalized citizens in town and get their opinions on American liberty
- III. Procure naturalization papers from one of above mentioned (through intervention of teacher and on strict promise of safe return) to show to class
- IV. Hold a "Question Box" to clear remaining difficulties and provide a means of review
 - A. Sorting of questions by committee in charge to prevent repetition
 - B. Consultation with teacher regarding difficult questions
 - C. Members of class called on to answer
 - D. Information supplemented by committee

Question Box

I. Can citizenship once lost be regained?
 It can, as in case of a woman who lost her citizenship by marriage prior to law of 1922 and its later amendment in 1934. It can be regained by naturalization without a formal declaration of intention and with one year of residence. If she still resides abroad she may declare her intention of resuming citizenship before an American diplomatic or consular representative.

II. Is it possible to be a citizen of no state?
 It is. Such a condition exists when one has declared his intention of becoming a United States citizen. He has renounced his own country and not yet become an American citizen.

III. Can the same individual be a citizen of two countries?

He can. A child born to American parents in a country which grants citizenship to all born therein is a citizen of that country and of the United States. On coming of age he may choose citizenship in either one.



Westinghouse Editorial Service

Before the days of "blackouts," the Westinghouse Company was planning a new lighting system for Liberty Enlightening the World. The plans include brighter beacon lights for the torch and additional flood-lighting with a battery of powerful spotlights.

IV. What is the law for Indians?

In 1924 Congress passed an act by which all North American Indians born within the territorial limits of the United States were given citizenship. They are entitled to the right of suffrage on the same conditions as other citizens residing in the several states; they are permitted to register and vote.

V. How long does one reside abroad without losing citizenship?

The law for a naturalized citizen is two years in the land of his origin or five years in another, except by special arrangements with the Department of State, is a cause for loss of citizenship. In practice, however, a United States citizen does not forfeit any of his rights if he does not act and assumes no obligation contrary to his American citizenship. For native-born citizens the law in this matter is less strict than for the naturalized.

VI. How is the oath of allegiance taken at naturalization worded?

It is worded: "I hereby declare on oath that I absolutely and entirely renounce and abjure all allegiance and fidelity to any foreign prince, potentate, state, or sovereignty and particularly to (the nation or ruler) of which (or whom) I was heretofore a citizen (or subject) that I will support and defend the Constitution and laws of the United States of America against all enemies foreign and domestic; that I will bear true faith and allegiance to the same and that I take this

obligation freely without any mental reservation for the purpose of evasion so help me God."

Culminating Program

A short program was given at which the members of two other classrooms attended.

- I. "Star Spangled Banner"
- II. Question Box (restricted to questions already given here)
- III. Alien to Citizen (a round table on the process of naturalization)
- IV. Flag Salute

We Pledge Allegiance

A Patriotic Demonstration

Sister Frances Joseph, C.D.P.

Characters

Chorus, any number. Reader.

America Girls, 13. [Costume: Floor length white dresses, red and blue sashes from center front to the floor; red, white, and blue bunting around shoulders and floor length.]

Knitting Girls, any number. [Costume: Modern clothes of the day.]

Boy Scouts, 7. [Costume: Regular Boy Scout uniform.]

Soldier boys: any number. [Costume: Preferably to be dressed in khaki suit and black tie.]

Red Cross Nurses, 12. [Costume: Regular nurse's uniform.]

Uncle Sam. Liberty. Columbia.

Scene

[Chorus grouped to the right and off the stage. The reader stands at the extreme left front of stage, thus leaving stage free for different scenes.]

Chorus opens program singing "V for Victory." The curtain rises slowly on the America girls arranged in V shape, the girl at the point of the V kneeling very low and the others slanting gradually up to the top of the V. Each girl places her hand on the shoulder of the one in front of her, holding the bunting in her hand. Her inside arm hangs by her side.]

READER: V stands for victory. Materialism, forgetfulness of God, greed for power and money, the world drenched in blood—These scenes meet America's gaze today and con-

stitute a problem that threatens to shake her to her very foundation.

"The Gentiles have stuck fast in the destruction which they prepared. Their foot hath been taken in the very snare which they hid. . . . Arise, O Lord, let not man be strengthened: let the Gentiles be judged in Thy sight. Appoint, O Lord, a lawgiver over them: that the Gentiles may know themselves to be but men."

V stands for Victory but only if it be supported by the V of the virtue of self-sacrifice of every man, woman, and child of America. Our duties to this great nation are many; our first and gravest duty is prayer. Arms lifted in prayer are more powerful than arms that lift the gun.

"Give ear, O Lord, to my words, understand my cry. Harken to the voice of my prayer."

"The Lord is become a refuge for the poor: a helper in due time in tribulation."

"Therefore we will not fear, when the earth shall be troubled: and the mountains shall be removed into the heart of the sea. Their waters roared and were troubled. . . . The Lord of armies is with us: the God of Jacob is our protector."

And Mary is our protectress forever.

[Chorus sings "Mary, Help Our Valiant Soldiers"; curtain rises on the same scene as

¹See Bibliography of songs at the end of the play.

²Ps. 9:16-21.

³Ps. 5:2, 3. ⁴Ps. 9:10. ⁵Ps. 45:3-4, 8.

before except that a statue of the Blessed Virgin has been placed between the points of the V and the America Girls fold hands in prayer and bow heads.]

READER: For prayer in action we have only to look at the sublime sacrifice of our valiant boys in the Army. Theirs it has been to leave home, parents, relatives, and friends; to launch out into the uncharted seas of the present conflict. Young eyes gaze into the future with eager expectation; for the love of adventure is strong. Old eyes gaze with fear and apprehension as to the fate of these young souls on the great altar of sacrifice.

[Chorus sings "Valiant Boys of the Army" while the soldier boys march onto the stage where they sing "Let's Keep the Glow in Old Glory," after which they march off again to the music of "Valiant Boys of the Army."]

READER: Little less than prayer should be our loyalty to our country's flag and ideals. To her flag whose red is the blood of her countless heroes shed at Gettysburg, at Valley Forge, at Verdun, yes, and at Pearl Harbor.

To her flag whose blue is the loyalty of every worthy man, woman, and child of America whose privilege it has been to be sheltered beneath its folds.

To her flag whose white is the purity of her creed and her precepts.

To her flag whose stars shine out as symbols of our country's ideals—ideals of soul freedom for all men; of freedom for life, liberty, and the pursuit of happiness.

WE PLEDGE ALLEGIANCE

We pledge you allegiance, Old Glory,
May the stars ever shine in your field;
The breastplate of Justice e'er shield you,
To the enemies of truth, never yield.

We pledge you allegiance, Old Glory,
May your folds never meet with the dust;
Willing hands, loyal hearts keep you stainless.
May our prayer be, "In God is our trust."

[Chorus sings "Pledge to the Flag"; curtain rises showing six Boy Scouts saluting flag held by the seventh Boy Scout standing at the point of an inverted V.]

READER:

WE'RE WITH YOU, UNCLE SAM

Do you doubt that we are with you, Uncle Sam?

Do you think we'll e'er forget you, Uncle Sam?

In your hour of need and stress,
Every soul is turned to press
Your tired hand in help and sympathy.

⁶Poem by Sister Frances Joseph, C.D.P.

I pledge allegiance to the
flag of the United States of A - mer-i-ca, And to the Re - pub - lic for which it stands,

One Nation indi - vi - si - ble With lib - er - ty and jus - tice for all.

**PLEDGE TO
THE FLAG**

Sister Frances Joseph, C.D.P.

Soldiers, yes, are fighting for you, Uncle Sam,
But there're millions working with you, Uncle Sam,
Buying bonds and saving stamps,
Knitting vests, and many tramp
To gather empty tubing for your cause.

Every hand is working with you, Uncle Sam,
Every heart is beating for you, Uncle Sam,
Storming heaven with their prayers,
Uncle Sam, don't doubt that there's
An army left behind that's backing you!"

Probably ranking first in that vast army of those who are left behind are the parents who have pledged their allegiance to their country's cause and have sacrificed their great love on the altars of a greater love. Stout-hearted and true they watch their boy go forth to an unknown fate—a sword in their heart but a prayer in their soul that God and His Angels will watch over their soldier lad.

[Chorus sings "There's a Little Blue Star in the Window." The entire hall and stage should be dark except for the light coming from an electric light inside a pasteboard box in which a star has been cut and the opening covered with blue tissue and blue cellophane.]

READER: In places of danger you'll find them. In every emergency they are ready with help. Their endurance, constancy, and courage matches that of the bravest soldier. In all circumstances where danger is rampant the sign of the Red Cross is lifted and brave girls do their bit to help in the relief of suffering and destitution.

[Red Cross nurses enter singing "Put on a Bonnet With a Red Cross on It" along with the Chorus.]

READER: Not the least in the vast army of those who are left behind are those whose constant small sacrifices make up a mighty bulwark for our defense. There are those who sacrifice pennies for the price of a defense bond; there are those who sacrifice time to plan for the safety of the helpless; there are those who sacrifice time and energy and with the humblest of instruments—two steel needles—stitch by stitch, knit into the tapestry of our country's history the story of the self-sacrifice of our unsung armies.

[Chorus sings "Knit, Girls, Knit." Curtain rises showing group of girls knitting.]

READER: Love for our country's national anthems and an appreciation of the incidents that prompted their birth, are sentiments that should animate every true American heart. During great national crises, such as is now at our door, national anthems again come to the fore in order to raise faltering courage to fight for the ideals of justice and brotherhood and bring before America's mind the noble purpose for which she stands.

[Chorus sings "America" while the America Girls pantomime the four verses.]

READER: Arise, America,
"Embrace discipline, lest at any time the Lord be angry, and you perish from the just way."

Arise, America, let us resolve to live so that we may be worthy to hear from Christ's own lips

"Be not afraid . . . for behold I have made thee this day a fortified city, and a pillar of iron, and a wall of brass, over all the land, to the kings of Juda, to the princes thereof, and to the priests, and to the people of the land. And they shall fight against thee, and



Mary and Her Lamb

Designed by Sister M. William, O.P.

Trace and cut the enlarged figure of Mary. From orchid organdy cut the dress one inch larger than the figure, gather the neck, collar, and cuffs to fit. Cut strip "a," sew narrow lace on each side and on the scalloped edge of the dress. Stitch the completed outfit to the figure. Add an orchid satin butterfly bow to the hair. Stitch cotton, one half inch thick to the lamb. Tie a blue ribbon around its neck. Paste Mary and the lamb in the center of the background design. The background, or scene, may be made with colored chalk.

shall not prevail: for I am with thee, saith the Lord, to deliver thee."

Let us pledge allegiance anew to our country and her ideals; let it be our constant prayer that the Star Spangled Banner long may wave, o'er the land of the free and the home of the brave.

[Chorus sings "Star Spangled Banner." On the stage, Liberty is the central figure; to her right and left stand Uncle Sam and Columbia: the America girls form a semicircle behind Liberty while the Red Cross Nurses and Boy Scouts complete the semicircle to the front of the stage. The "Star Spangled Banner" is accompanied by orchestra and it proves very effective if the only light used at the opening of the curtain is that shining from the torch of Liberty. Other lights are added gradually.]

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"Mary, Help Our Valiant Soldiers," Manna, March, 1942.

"Valiant Boys of the Army," Liberty Chorus songbook, McKinley Music Co.

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"Put on a Bonnet With a Red Cross on it," Mammoth, collection of American songs, Robbins Music Corporation, 799 Seventh Ave., N. Y.

"Knit, Girls, Knit," Mammoth, collection of American songs, Robbins Music Corporation, 799 Seventh Ave., N. Y.

A LITURGICAL WEEK

The reality of the Christian Life in Christ was the central theme of the liturgical week for Sisters sponsored by Most Rev. Edwin V. O'Hara, bishop of Kansas City, and conducted at the College of St. Teresa, Kansas City, Mo., by the Benedictine Fathers from Conception, Mo.

Worship and the Mystical Body, the Church Year, and the Living School were subjects discussed. The latter was in charge of Sister Jane Marie Murray, O.P., Marywood, Grand Rapids, Mich., author of *The Christlife Series in Religion* (Macmillan) and *The Christian Religion Series* (Bruce).

Aids for the Primary Teacher

Developing Arithmetic Readiness

F. Pearl Malloy

The words "Reading Readiness" have flowed from the tongues of educators until they have practically been given the status of a slogan. We do not hear much about "Arithmetic Readiness" but every last one of us will recognize its need. Preparation for the learning of arithmetic should be given careful study. The child should not be asked to learn about numbers until the teacher is sure that the child is ready to comprehend just what it is all about. The child should be given a series of graded preparatory work leading to the understanding of the number idea.

The foremost thing to remember about arithmetic is that it is a sequential subject and therefore each step must be thoroughly absorbed so that the mind may be in a proper receptive condition for the following topic.

In order to develop the number idea in the mind of the child, a series of exercises such as the following should be given:

1. Number picture matching: Supply each child with a set of number pictures in duplicate or triplicate and have him match those which are the same.

2. Number picture selecting: Hectograph a number of number pictures of different numbers on a sheet of paper. Have the child mark all pictures like a given picture.

3. Symbol matching: Supply each child with a set of symbol cards in duplicate or triplicate and have him match those which are the same.

4. Joining pictures or symbols: Make two columns of pictures or symbols. Have the child draw a line from the picture in the first column to the picture in the second column that is exactly the same. The order of the pictures should not be the same in the second column as those in the first.

5. Number picture matching to symbols: Color being the deciding feature; i.e., a red symbol three on a white card matched to a red picture of three dots on a white card; a blue symbol of six on a white card matched to a blue picture of six dots on a white card.

6. Making number pictures, using blocks, plasticine, lentils, etc., from models.

7. Matching dominoes up to nine.

8. Matching button strips and buttonhole strips, some with five and some with four buttons or holes.

9. Making a given number of apples, eggs, boys, trees, kites, etc., of plasticine or in drawings.

10. Learning the meaning of arithmetical words such as: few, many, long, short, large, small, etc.

11. Making the first week of a calendar from a model.

12. Playing counting games.

When such a series is completed, or when the child shows that he has acquired the number concept, the teacher should test the senses in order to be sure that the child is ready to begin arithmetic.

The following are suggested tests for number ability:

1. Sight test for number: Hold up three fingers and see whether the child can imitate by doing the same.

2. Hearing test for number: Tap the desk with a pencil three times and have the child do the same. He should not see the teacher tap the pencil, he should just hear it.

3. Feeling test for number: Have the child close his eyes and then you touch his face

with your finger three times. Let the child do the same thing to himself.

4. Motor element test for number: Tell the child to walk three steps or do it yourself and have him do the same thing.

5. Combination of senses test for number: Tell the child to bring three blocks or other items.

If the child cannot pass these tests, he should be given a review of the preparatory work until he can pass the tests. He should be capable of doing arithmetic when he has attained a mental age of from six and one half to seven years.

Preparing the Hearts of Little Ones

Sister M. Richard, O.S.F.

In preparing the hearts of little children for the reception of their First Holy Communion, the teacher must strive to build up a personal friendship between the child and the Divine Guest who is to come to him. One way of accomplishing this is to arouse sentiments of love and desire. This can be done through reading the life of Jesus and through writing their sentiments in original poems and prayers.

The following is an example of this type of work carried out successfully with a second-grade group, as part of the preparation for First Holy Communion.

During the first semester much time was devoted to creative work. The children enjoyed writing poems. This led to the suggestion of writing their own little prayers in preparation for Communion. The procedure for composing these prayers was similar to that of writing a group poem. This group work provided an opportunity for all to feel they had contributed to the work.

The approach to a lesson of this type of creative work consisted in reading appropriate prayers to the children. Mary Dixon Thayer's *Child on His Knees*, Leonard Feeney's *In Towns and Little Towns*, and Father John Bannister Tabb's *Poems* proved very delightful. These prayers help to picture Christ as a little Boy who used to romp and play. After hearing many prayers of this type the children were eager to express their own sentiments in a talk with the Boy Jesus. Original prayers, such as the two listed below, were the result.

HELP US, JOSEPH

St. Joseph, you were once a carpenter, and you were so careful to pick up all the nails so little Jesus would not hurt His tiny feet. Help us so we will not step into sin, because we do not want to hurt Jesus either.

ST. JOSEPH

You used to play with little Jesus
When He came into your shop at night.
Help us to be good and go to heaven when we die.

And then, Saint Joseph
You will let us play with your Boy,
Won't you, please?

Through composing these prayers a deeper love of God was developed in the children

and an opportunity was given them to express their religious sentiments.

It was surprising to note the confidence and simplicity which the children displayed in the writing of these prayers. This was especially noticed in the following original prayer which was written after hearing "Jesus at Six" by Marie Lorenz.

PLEASE JESUS

Dear Jesus, when You
Were just as old as I,
You played with little clay birds
And made them fly.
Now when You put me to sleep,
Won't You please let my Angel
Fly to heaven with me?

What could be a more heart-to-heart talk than this!

The children were fascinated by their own work and were delighted to think they had written several good prayers.

All children love to talk with their mother, so it is most natural that they would also speak confidently to the Mother of Jesus. In the following we see the desire to imitate our Mother.

MOTHER MARY

Dear Mother Mary, teach me please
To love your little Son,
And do the things He wants me to do
So I may be more like you.

So real and persistent were their desires to continue writing prayers that the children suggested the making of individual booklets in which each child was to preserve the prayers written. The creative work periods for these booklets proved the happiest and most interesting activity of the day.

A week or two preceding First Communion the children wrote the following prayers which expressed their love and eagerness to receive Jesus.

COME JESUS

Little as I am
Yours I want to be,
O dear Baby Jesus,
Please come to me.

Each morning, each day
I pray to You.
O dear Baby Jesus,
Please stay with me.

A Song of Thanksgiving

Sister M. Victoria, O.S.B.

1. Thanks-giv-ing Day comes ev'-ry year To fill our hearts with joy and cheer. So
2. The tur-key and plum pud-ding too Make joy for all sin-cere and true. But

1. we are very glad to-day To our Cre-a-tor thanks to pay. O God above, we
2. we must pause this hap-py day In grati-tude to sing this lay.

thank Thee For life and health and par-ents true, For sun-shine and re-fresh-ing rain,

for ears of corn and sheaves of grain. For ev'-ry gift our voic-es raise To Thee in song of praise.

COME TO ME

Dear God, it won't be long
Before we kneel before You,
Waiting to receive You.
And oh, how happy I will be
To know I have You with me.

COME, DEAR JESUS

Come, dear Jesus, come to me
And stay with me my life long.
Help me to grow more like You
And never to do a thing that's wrong.

The story of Little Guy de Fontgalland has always been a favorite with First Communicants. While reading this story the children were much impressed by his thoughtfulness and his imitation of the Boy Jesus. A certain group idealized little Guy so intensively that secretly they went so far as to place stones in their shoes for penance. It was at this time we designed a project which served to encourage this noble ideal, but in a moderate manner. Each individual possessed a white heart mounted on blue (little Guy's colors). In this he placed a small flower for

every kind act or mortification performed. In several weeks many had prepared a beautiful heart. This little prayer expresses their childish sentiments in connection with this project.

A SURPRISE FOR JESUS

Dear Jesus, I've worked
Oh, so hard
Making this surprise for You.
I can't keep it any longer,
So I'll just whisper it to You.

For a long time I've done hard things
Planting beautiful flowers for
Your bed
For I want You to find a lovely home
When You come into my heart.

I've done this all, dear Jesus
Because I love You so.
Just take a little peak
To see what's ready for You.

It is difficult to evaluate a unit such as this from which so many spiritual benefits are derived. However, the children showed a love for prayer and an intimate friendship with

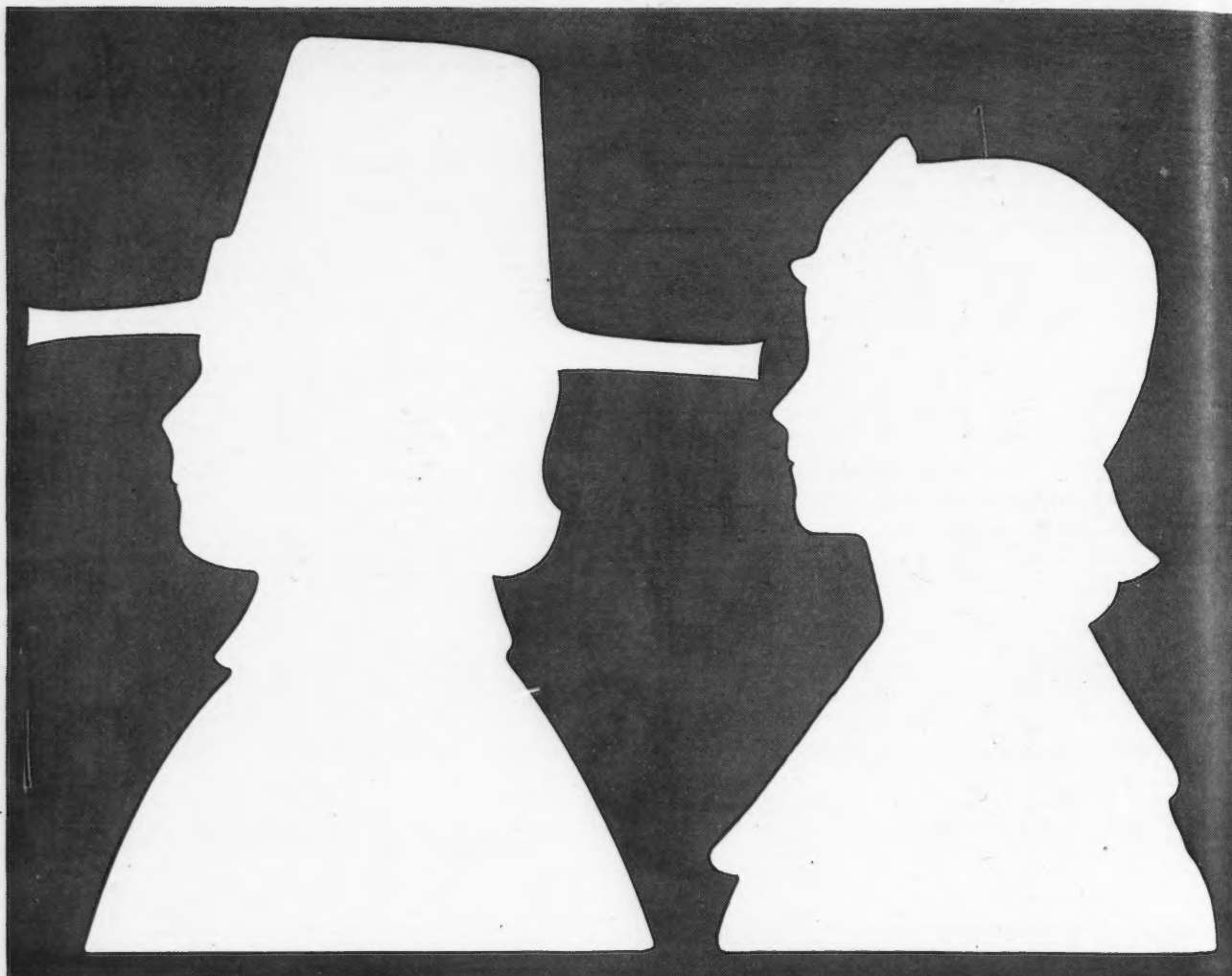
Jesus. This was evident from their frequent visits to Jesus during the day. It was very gratifying to see them slip away from their play for a moment in order to talk to Jesus. They had indeed learned to express themselves in the best prayer—a heart to heart talk with Jesus.

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AN EXPERIMENT IN SPANISH

Webster College, Webster Groves, Mo., is giving a course in Spanish for its adult after-work class. One part of the one-hour-and-forty-minute class will be taught by Sister M. Ethelbert, A.M., and the remainder by Señorita Ana María Ayala, of Havana, Cuba, whose native language is Spanish.

*Pilgrim Boy and Girl*

Designed by Sister M. Francis, S.S.J.

Draw an enlarged copy on white or pearl gray paper, cut out, and mount on black construction paper or cardboard.

Good Radio Programs

Sister M. Lenore, R.S.M.

Last year I discovered that nearly every child in my class had a radio of his own at home. I discovered also that the majority of my pupils were listening to very inferior programs. So I decided to do something about it.

First of all I suggested that we have a radio in our classroom. The class was delighted with this idea and before many days had passed the children through their own efforts had contributed more than enough to purchase a good radio.

The next step was to make a list of the best programs suitable for children of their age. We secured a large bulletin board and placed it back of the radio. It was made attractive by a poster done by one of the boys or girls in the art class. We changed these posters from time to time. One poster showed a boy pointing to a picture of the Quiz Kids. Above the picture was printed, in large letters, "Do you listen to?" The children were encouraged to bring to school pictures and

clippings from magazines which advertised radio programs. We selected the ones which we considered worth while and posted them on the bulletin board.

From the discussions of radio programs which we held at least once every week, I found that there was a decided change in the type of program my pupils were listening to at home. There has been also a noticeable increase in the number of boys and girls who are now studying music as a result of the good music heard on the radio in school and at home.

We are grateful to *The Young Catholic Messenger* which has on several occasions given us a list of the best school radio programs.

Building Spelling

Sister M. Hermina, O.S.B.

The letters of the alphabet are put on cards with red color and each child is given a card. The letters must be large enough to be seen by the entire class. The teacher calls a word in spelling, as: "horse." The child holding the letter *h* goes to the front of the

room holding the card, facing the class. The child holding the *o* goes next and so on until the word is spelled out.

As some words require more than one letter of the same kind, extra letters of a different color are given to the pupils, to use if necessary.

The children like this way of spelling as it requires action and they must be alert to know which letter comes next.

FOR SCHOOL LUNCHES

The Agricultural Marketing Administration is still combating undernourishment and malnutrition by supplying to school lunch projects foods in greater variety and abundance than ever before, without cost. Information concerning this service may be obtained from the A.M.A. headquarters in the various states and local communities or from Washington, D. C.

DON'T PLAY WITH EXPLOSIVES

The Institute of Makers of Explosives has, for 15 years, carried on a campaign through the schools to warn children against playing with blasting caps. The result has been a reduction from 500 accidents per year from this cause 15 years ago to 132 in 1941. The warning is still in effect.

New Books of Value to Teachers

Everyman's Theology

By Leo Von Rudloff, O.S.B. Translated from the eighth German edition by the Benedictine Fathers of St. John's Abbey, Collegeville, Minn. Cloth, 204 pp. \$2. The Bruce Publishing Co., Milwaukee, Wis., 1942.

This is just the book that the layman needs. It gives him a summary of the dogma of religion in nontechnical language. Part One deals with God and His Eternal Plan of Creation and Salvation; Part Two with the Execution of the Plan of Redemption; Part Three with The Application of the Redemption: Our Sanctification.

Appendices contain the principal doctrines of our faith, proofs for the existence of God, a study outline, and a bibliography.

Docas, Indian of Santa Clara

By Geneva Sisson Snedden. Cloth, 206 pp., illustrated. D. C. Heath and Co., Boston, Mass.

Docas is an Indian boy who lived in California before the coming of the white men. With Docas and his family as characters, the author has woven a story describing Indian life and the founding of the missions. As an old man Docas sees the coming of the traders and settlers and the raising of the United States flag.

Sky High in Bolivia

By Ruth C. Adams.

Kimbi, Indian of the Jungle

By Henry L. Williams.

Six Great Men of Brazil

By Vera Kelsey.

These three illustrated cloth-bound booklets are part of the *New World Neighbors* series published by D. C. Heath and Co., Boston, Mass. They describe life among the white people and the natives of countries of South America. The Brazilian booklet recounts the achievements of six national heroes—a king, a general, an industrialist, a musician, an aviator, and, lastly, General Rondon, the friend and protector of the Indians who accompanied Theodore Roosevelt on his hunting and exploring expedition.

Our Good Neighbors in Latin America

By Wallace West. Cloth, xii-388 pp. \$2. Noble & Noble, Inc., New York, N. Y.

It is unfortunate that Wallace West overlooked the vast history-making Catholicity both in the recorded beginnings and the modern panorama of Latin America when he compiled his otherwise concise and accurate work. The text bubbles with the warm friendliness of the "good neighbors" and imparts a tremendous amount of factual information without being ponderous. Its photographic illustrations are outstanding.

Hands at Work

Edited by Emmy Zweybruck. Cloth, 46 pp., octavo, illustrated. Distributed by the American Crayon Co., Sandusky, Ohio.

This is Vol. 2 of the *Everyday Art Series*—"A book of simple decorative design projects and applications for housewives, students, occupational therapists, schools, recreational groups, and amateur and professional artists and craftsmen." Processes clearly and briefly explained and illustrated are: style in design; cross-stitch embroidery; net embroidery; stencil technique; jigsaw figures; textile decoration; silk-screen technique; linoleum- and wood-block technique.

Art Education Alert

By art-education students. Paper, 48 pp., illustrated. 10 cents. The Related Arts Service, 511 Fifth Ave., New York, N. Y.

A booklet presenting briefly plans for art education at every level during wartime. The plans feature various forms of art as builders of morale and molders of public opinion and culture.

Directed Homework in Gregg Shorthand

By I. H. Young. Paper, 88 cents. Gregg Publishing Co., New York, N. Y., 1942.

This is a daily assignment workbook to accompany the Gregg Shorthand Manual (Anniversary Edition). Containing 96 assignments, which cover

the first eight chapters of the Manual, this perforated homework pad has blank spaces for all words, sentences, and phrases to be practiced. The words are arranged in "rotating practice patterns," a pedagogical device that hastens the learning rate by forcing the student to *re-create* the shorthand outline each time he writes it instead of mechanically repeating it. A systematic homework program such as this is a timesaver for both teacher and student.

The Emancipation of a Freethinker

By Herbert E. Cory. Cloth, 333 pp. \$3. The Bruce Publishing Co., Milwaukee, Wis.

Dr. Cory, a well-known scholar and university professor was received into the Church about 10 years ago when he was nearly 50 years of age. He says: "A gentle nebulous Congregationalist Christianity had sustained me for something like the first eighteen years of my life. . . . But under the first onslaughts of the great unbelievers of the nineteenth century, poetic and scientific, it foundered. . . . For years, as an agnostic humanist, I dallied with the protean forms of the liberalism, until I had found them all too lacking in real liberality." He then relates how he became a Marxian communist; and how the study of the biological sciences helped to bring him faith.

The account of Dr. Cory's search for truth and happiness and the biological, psychological, sociological, historical, philosophical, and theological arguments which led him to peace in the Catholic faith will help many intelligent wanderers to understand with St. Augustine that our hearts are made for God and will find rest only in Him.

Paddy the Cope—An Autobiography

By Patrick Gallagher. Introduction by Dorothy Canfield Fisher. Cloth, 288 pp., \$2.50. The Devin-Adair Co., New York, N. Y.

A charming human story of the organization and successful conduct of a cooperative in Ireland—The Templecrone Cooperative Society. Its author, Patrick Gallagher, is the son of one who at the time was a hard-pressed farmer of Cleendra, a village situated on the bleak coast of Donegal in northwest Ireland. Early in life and with meager education Patrick made up his mind to help the oppressed poor of his section of Ireland. He noted their condition at home and in the surrounding counties and learned that they were dominated by the selfish, tight-fisted Gombeen Men who were so strongly entrenched in their nefarious position that it took the stubborn determination and pooled will force of a few brave Irishmen to break their power. Patrick headed this relief-corps organization.

The book is an autobiography, but one which gives full credit to all who helped the author and the organization with money, brawn, or sympathy. The work reads a lesson in influence for good of a strong character and serves as a potential pattern to be attempted in hundreds of economically oppressed localities in Europe, in

America, or any other place in this dictator-dominated world. Its oft-reiterated message is "that people are never really helped except when they are engaged in helping themselves, and those who can bring hope and the impulse of self-help, are the best reformers." Patrick Pat Bawn (Gallagher) is such a reformer.

The work is of high school and adult difficulty—a good book, with ideas for study, reading, and discussion clubs, and Catholic throughout in tone and in practice.—S. M. S.

The New Missal Latin

By E. J. Baumeister, S.M., Ph.D. Book I, xxvi-411 pp. Book II, xii-383 pp. Published by Mt. St. John Press, Dayton, Ohio.

These books provide a rather inclusive two years' course in Latin, utilizing as the basis of the vocabulary the prayers of the Sunday Mass. Both Latin and English translation exercises are based on biblical and Roman historical materials, with considerable emphasis on prayers from the ordinary and the proper of the Mass. The books include complete grammatical summaries and vocabularies.

The Saints of Ireland

By Hugh de Blacam. Cloth, 224 pp. \$2.50. The Bruce Publishing Co., Milwaukee, Wis.

This summary of the facts and legends regarding SS. Brigid and Columille, together with the author's previous life of St. Patrick, completes a fairly good introduction to the history of Ireland since the introduction of Christianity. It includes, necessarily, the mention of many other saints, scholars, statesmen, and ecclesiastical personages not only of Ireland, but also of the British Isles in general. In fact, a major achievement of St. Columille was the establishment of the Church in Scotland.

In addition to presenting the well-founded facts of history, the author has done an excellent piece of work in the use of legends by way of illustrating the regard in which Brigid and Columille have been held since their time as well as the general characteristics and manner of life of the Irish people.

Applying Good English

By Canby, Opdycke, and Gillum. Cloth, 448 pp., illustrated. \$1.48. The Macmillan Co., New York, N. Y.

This modern book for the ninth grade is designed to provide instruction and especially practice in using English correctly in speech and writing. The composition section suggests many social, business, and recreational situations for practice, with self-tests of efficiency. The second part of the book consists of explanations and exercises in functional grammar. The situations suggested for practice reflect, in general, the public school attitude on social and recreational activities.

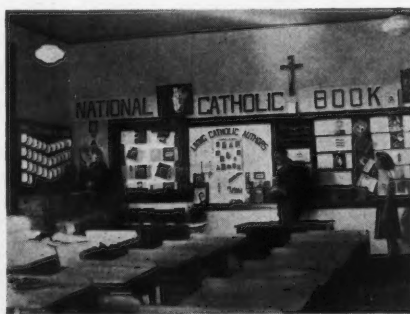
The Catholic Revival in England

By John J. O'Connor. Cloth, 102 pp. \$1. The Macmillan Co., New York, N. Y.

No understanding of the history of the Church during the nineteenth century would be complete without a knowledge and appreciation of the remarkable rebirth and spread of the faith in England between 1770 and 1892. The growth of the Church from an insignificant minority without civil rights to a great body of faithful is intensely interesting and significant of the eternal youth and vitality of English Catholicism. This book tells the story briefly, effectively, and in broad outline. It makes clear the characters and influences of the great figures of the revival: Chalonier, Newman, Wiseman, Faber. The "Old Catholics" are dealt with charitably.

If the book is a true example of the quality of the scholarship of the new "Christendom Series" of which it is part, then a new high point will be reached in American Catholic historic writing.

(Continued on page 13A)



Catholic Book Week Exhibit at St. Mary's School, Muscatine, Iowa.

The Fabric of the School



*The York Catholic High School,
York, Pennsylvania.*

*G. W. Stickle, Architect,
Erie, Pennsylvania.*

This new building of brick and concrete, to accommodate 500 pupils, was erected at a cost of \$105,000.

It has 18 classrooms, laboratories, library, cafeteria, and the largest combination auditorium-gymnasium in the city. This room will seat 1200 persons.

The York Catholic High School

Modern planning and modern materials are featured throughout this building. The classrooms have mastic floors; the exits, chemistry room, etc., have hard cement floors; and others, such as the physics laboratory and the stage, have maple floors.

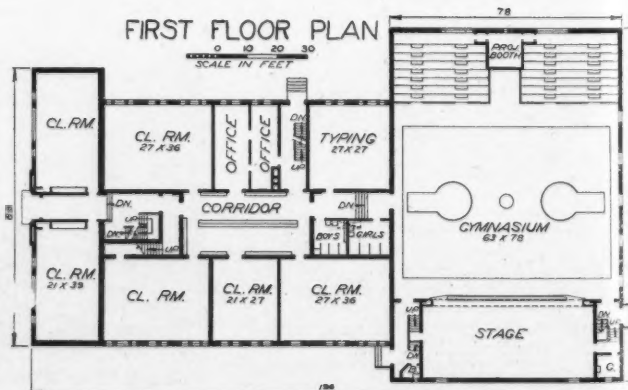
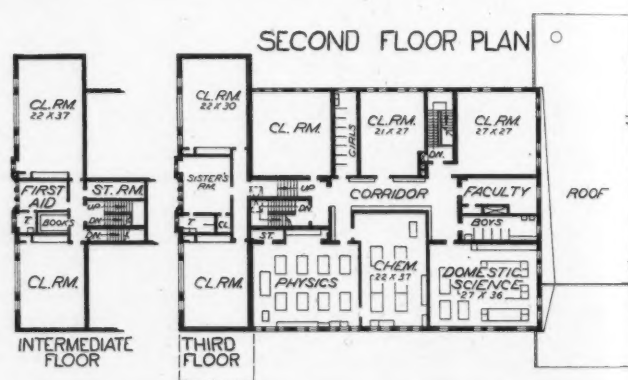
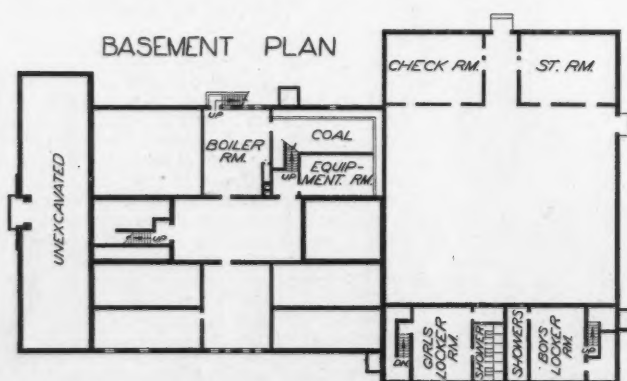
The walls, in general, are of sand-finished plaster and ceilings of insulation board.

The main trimming is hardwood; the wainscoting in the gymnasium is of salt-glazed tile; classroom doors are of oak with wire-glass panels.

The stairs are all fireproof and enclosed in concrete partitions. The toilet rooms are finished with marble and tile. In the auditorium there is a projection booth of reinforced concrete.

The teaching staff of the school consists of six Sisters of the Third Order of St. Francis, four Sisters of the Immaculate Heart

of Mary, and two Sisters of St. Joseph. Rev. Carl B. Brady is the principal. Courses offered include: classical, commercial, domestic science, mechanical arts, shop, general, and common.



Here is An Approved Visual Teaching Aid for Pre-FLIGHT AERONAUTICS

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1,742

1,742 Pictures

Establishing classes in Pre-FLIGHT AERONAUTICS, the secondary schools have accepted the challenge of the armed forces to help supply thousands of trained pilots. To make this subject both interesting and *easily understood* will require careful planning by the instructor.

To show what every student should know and to help the teacher in the presentation of the various phases of Pre-FLIGHT there is now available a proved teaching aid. It is the Jam Handy Pre-FLIGHT AERONAUTICS slidefilm Kit-set, already in successful use in hundreds of schools. These 24 slidefilms, containing 1,742 individual pictures, are based on the ground school material of the Civilian Pilot Training Program, and are checked and approved by the Civilian Pilot Training Service of the Civil Aeronautics Administration.

The chart to the right shows what subjects these slidefilms cover in a Pre-FLIGHT curriculum.

Areas in Pre-Flight Aeronautics	JAM HANDY Slidefilm
Human Factors in Flight	Aircraft Regulations Parachutes
Air Navigation	Air Pilotage Dead Reckoning Pilot Problems
Communications	Radio and Control The Pilot
Meteorology	Air Masses - Air Ocean Airway Aids - Traffic Weather
Engines	Airplane Engines Airplane Ignition Engine Instruments Fuel and Feed
Aerodynamics	Flight Instruments Lift and Drag Plane Performance Stability Wing Forces
Theory of Airplane Structure	Check and Double Check Men and Wings Today's Wings

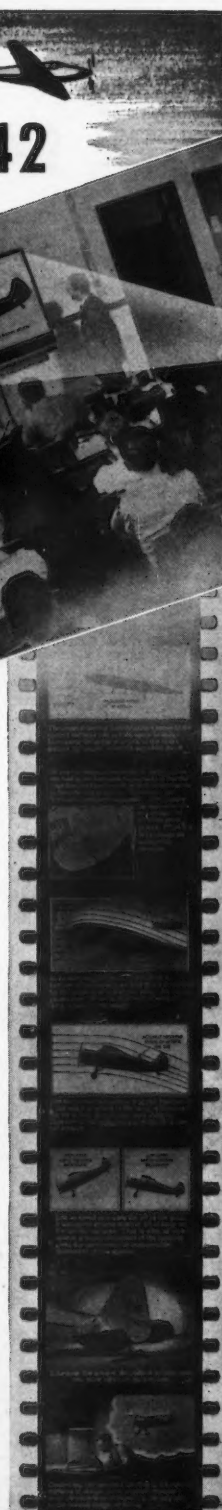
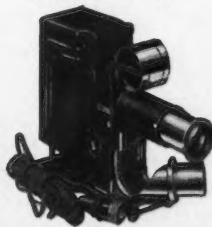
The JAM HANDY Slidefilm

is a series of pictures with textual material arranged in logical sequence on 35 mm. film, which can be projected, a picture at a time, on a screen and held there as long as required. Each point can be discussed until every student has learned what the teacher wants him to know.

The Pre-FLIGHT AERONAUTICS Kit-set sells for \$65 with carrying case. Individual films are \$3.50. For a preview of these slidefilms write us for the name of the authorized visual aids dealer nearest you.

This is a film strip projector of the type used in school rooms for showing Jam Handy slidefilms.

At the right is a section of a slidefilm, actual size, from the Jam Handy Pre-FLIGHT AERONAUTICS slidefilm Kit-set. Each picture is numbered for quick reference.



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DICTIONARIES IN THE GRADE SCHOOL

TO THE EDITOR:

I was seeking information about a dictionary suitable for seventh and eighth grades. Two were recommended and both, to my amazement, lacked derivations.

This, I think, is quite a mistake. Children, at least in the eighth grade, can be very easily and very highly interested in looking up words when their composition and derivation is explained to them. Needless to add that it is also giving them a little insight into the formation and development of the language. They can be started on hunts for various kinds of words.

The children who have passed through the eighth grade without learning to appreciate

the wealth of information in the dictionary have been shut off from a pleasant and easy road to knowledge, and, if they have not become accustomed to have frequent recourse to a dictionary and even to love doing so their teachers deserve a black mark!

Yours truly,

E. P. GRAHAM.

□ A 1641 edition of a work written by St. Thomas More in 1513 was added to the rare book collection of the Friedsam Memorial Library at St. Bonaventure College, St. Bonaventure, New York. The volume is entitled *The Historie of the Pitifull Life and Unfortunate Death of Edward the Fifth . . . With the Troublesome and Tyrannical Government of Usurping Richard the Third.*

Catholic Education News

RURAL EDUCATION STRESSED

The Twentieth Annual National Catholic Rural Life Conference, which was held at Peoria, Ill., October 3-6, once again adopted strong resolutions commending the Catholic rural school. The conference commended officially the Agricultural Institute established at Creighton University and the cooperating courses given at Trinity College, Sioux City, Iowa. It received reports of the rural-life summer schools conducted at Collegeville, Minn., Atchison, Kans., and Lafayette, La.

The formal resolution on the rural school reads as follows:

"We recommend that Catholic rural schools, both grade and high, place more emphasis on educating boys and girls for life on the land. This implies that our Catholic teacher-training centers must prepare teachers to educate rural youth in rural living. We note with concern the absence of such courses in the curriculums of most Catholic educational institutions and deplore the lack of interest shown in regard to such courses when they are offered. We urge religious leaders and educators to make rural students conscious of the dignity of their rural heritage."

A feature of the convention was the special program presented during the convention by the Confraternity of Christian Doctrine. Because of the war emergency the fall convention of the Confraternity of Christian Doctrine had been abandoned. Instead the Confraternity returned to the Rural Life Conference, from which it had grown, to make a substantial contribution to the Peoria convention. Some 38 directors of the Confraternity of Christian Doctrine were in attendance at the meeting.

On Saturday, which was the day specially devoted to education, the teachers of the Diocese of Peoria and the adjacent country were in attendance in large numbers. The teaching of religion in the rural areas was stressed in a special program. Rev. John C. Rawe, S.J., of Creighton University, Omaha, Neb., and Rev. John J. Gorman of Granger, Iowa, presented special papers on the content of the curriculum for schools in rural areas.

The Most Rev. Aloisius J. Muench, bishop of Fargo, N. Dak., was re-elected president of the conference. The convention will meet next year at Green Bay, Wis. — Frank Bruce

NEW FLAG-SALUTE DECISION

School officials in West Virginia must cease compelling students who are members of Jehovah's Witnesses to salute the flag, since this regulation violates the guarantee of religious liberty in the Constitution of the United States. This is the decision of a three-judge federal court sitting at Charleston, W. Va., which adds that "courts have nothing to do with determining the reasonableness" of the views of a religious body.

This recent decision contradicts the United States Supreme Court decision of June 3, 1940. It is thought that if and when the West Virginia decision may be reviewed by the Supreme Court, it will be upheld, thus reversing the decision of 1940.

CENTENARY OF VILLANOVA

Villanova College, at Villanova, Pa., is celebrating its one hundredth year. The celebration, according to Very Rev. Edward V. Stanford, O.S.A., president, will be limited by war conditions. A solemn pontifical Mass of thanksgiving on September 20 and an academic convocation on May 3, 1943, will be the high lights.

N.C.E.A. TO BUFFALO

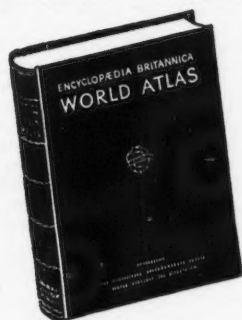
The Thirtieth Annual Meeting of the National Catholic Educational Association will be held the week following Easter, April 26-28, 1943, at Buffalo, N. Y.

(Concluded on page 12A)



THE WORLD SITS FOR A PORTRAIT!

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New Books

(Continued from page 295)

And Down the Days

By John Louis Bonn, S.J. Cloth, 306 pp. \$2.50. The Macmillan Co., New York, N. Y., 1942.

Father Bonn has written a novel that tells a strange odyssey. It is the story of Elizabeth St. John, a daughter of Maria Monk. The last days of Maria Monk were spent violently, the ending of a life of lies, in drunken squalor and finally in a New York insane asylum. From this almost impossible soil "Lizzie" grew into a sensitive flower of a girl. With beauty and a strong will she progressed from a foster home to menial labor in New York City. The progress continued upward to marriage and a life in diplomatic circles and, after the death of her husband, a sojourn in Paris where she climaxed her climb in society. This much was vain and empty. Always sensitive, she moves gradually from the material to the spiritual and is baptized a Catholic. Her daughter becomes a nun, and she finds peace. It is an odyssey of grace, interesting and moving.

The writing of Father Bonn is capable. He introduces a form of stream-of-consciousness writing which shows the mind of the chief character to the reader in the progress of the story. This is not handled as smoothly as it could be and frequently the author merely projects his own thoughts rather than those of the character. Only in so far does he depart from the essential of keeping his character in true focus. The book is worth the reading and demonstrates an advance in the use of the novel as a medium of Catholic expression.

Materials for English

By Mildred M. Finch and Helen Rand. Paper, 152 pp., illustrated. 60 cents. Harcourt, Brace and Co., New York, N. Y., 1942.

This is a combination textbook and workbook in the essentials of English grammar and compo-

sition for the seventh grade. It is the first of six books for the junior and senior high school. The scheme is to provide explanation and drill on the words and constructions—that cause the most trouble. A series of mastery tests accompany each book.

Teaching Physical Education in the Elementary School

By Benton Salt, Ed.D.; Grace I. Fox, M.A.; Elsie M. Douthett, M.A.; B. K. Stevens, M.A. Cloth, 350 pp. \$2. A. S. Barnes & Co., New York, N. Y.

The authors endeavor to guide teachers of physical culture, playground supervisors, club leaders, etc., of boys and girls of elementary school age to build up or formulate a physical education program and how to carry it out. The first five chapters are theoretical and are followed by chapters on play for large and small groups, team games, rhythms, stunts and apparatus activities and classroom games. The book has illustrations and music and will serve well as a basic textbook for those preparing to engage in physical education. —K. J. H.

An Appraisal of the Protocols of Zion

By John S. Curtiss. Cloth, xii-118 pp. \$1. Columbia University Press, New York, N. Y.

Students of history will welcome this impartial analysis of the content and authenticity of the Protocols of Zion, which played so large a part in the growth of anti-Semitism in Europe. The study is the work of a competent historical scholar, who has done extensive research work in the recent history of Russia. Thirteen outstanding American historians, including Carlton J. H. Hayes, have examined the work and agree with the author that the protocols are pernicious forgeries.

The Land of the Free

Published by the Catholic University of America Press, Washington, D. C. Cloth, 128 pp. \$1.

This book contains reprints of six radio plays presented on the *Catholic Hour*. They attempt to portray dramatically the winning of certain essential freedoms which

all Americans now enjoy. While in the main they portray the activities of Catholics, nevertheless, the activities are those from which all Americans, irrespective of religion, have benefited. Study-club notes and questions as well as selected bibliographies are included. Several pages are devoted to explaining the adaptation of the radio scripts for school and dramatic use.

The University of Chicago Press Catalog of Books and Journals (1891-1941)

Cloth, 463 pp. \$1. The University of Chicago Press, Chicago, Ill.

This catalog is a record of the releases of the university press during the past 50 years. A total of 2726 books and pamphlets, varied in content, are listed.

Effects of the Defense Program on Prices, Wages, and Profits

By Meyer Jacobstein and Harold G. Moulton. Pamphlet No. 29, 50 pp., 25 cents. The Brookings Institution, Washington, D. C.

This is a report on a study made by the Brookings Institution, Washington, D. C., under a grant from the Maurice and Laura Falk Foundation, Pittsburgh, Pa.

School Year Religious Instruction Manual

Two manuals have been received for listing, one containing a course of study for Grades I and II; the other for Grades III, IV, and V. Prepared by a national committee under the auspices of the Confraternity of Christian Doctrine, 44 pp. and 52 pp. respectively, 10 cents. St. Anthony Guild Press, Paterson, N. J., or the Confraternity of Christian Doctrine, 1312 Massachusetts Ave., N.W., Washington, D. C.

These manuals are for the use of priests, religious, and lay teachers instructing Catholic children attending public schools, in religious instruction classes during the school year.

Supplement to a Reading List for Catholics

Thirty-five pages, 15 cents. Catholic Library Association, Scranton, Pa.

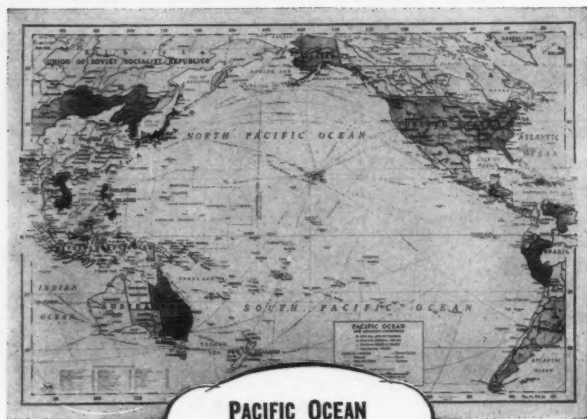
The editor, John M. O'Loughlin, assistant librarian at Boston College, says in his Introduction, "The purpose of this Supplement is to suggest to the average Catholic a limited number of titles which will create taste for and pleasure in reading."

Progress in Divine Union

By Raoul Plus, S.J. Translated by Sisters M. Bertelle and M. St. Thomas. Cloth, 142 pp., \$1.50. Frederick Fustet Co., Inc., New York, N. Y.

Self-conquest and prayer are recommended in this stimulating book as important means of gaining salvation. (Continued on page 13A)

New Visual Aids FOR EDUCATION IN WARTIME




**PACIFIC OCEAN
and Adjacent Countries**

An entirely new map, the Pacific Ocean and Adjacent Countries, was created for pupil-teacher use in the study of the war in the Pacific. It shows all countries involved in the war which border the Pacific. All of North America, over half of South America, Japan, Philippine Islands, eastern parts of the Soviet Union, China and India, Netherlands Indies, Australia, New Zealand, and all island possessions and mandates are presented.

The Hawaiian Islands occupy the central position in the map and their strategic importance in the war is clearly shown.

The Pacific map is colored politically. It is quite detailed and shows land, water, and air routes of transportation with distances.

It is the war's most unique and valuable visual aid.

No. PO-21. Pacific Ocean and Adjacent Countries. Size, 64 x 45 inches. Scale, 230 miles to inch. Hand mounted on muslin.  **\$10.50**



**New
POLAR AERONAUTICAL
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The main map presents a north polar view of the world and how the land masses and water bodies in the northern hemisphere are crowded around the small polar sea.

The map shows the feasibility of flying across the polar regions from the industrial centers of North America to those of Europe and Asia. The map also makes clear that the Great Circle Routes across the polar areas are the shortest distances between the great cities of North America and Eurasia.

A separate map of the south polar regions, with the south pole as the center and on the same scale as the main map is included.

The meteorological section of the map is of great importance in the study of polar aviation and global flying. This gives a vertical cross section of the atmosphere from the surface of the earth to a great elevation. The great wind systems are also shown graphically with special reference to flying in different parts of the world.

An explanatory teacher-pupil booklet is included with each map.

No. WP-96. Polar Aeronautical World. Size, 64 x 45 inches. Scale, 420 miles to inch. Hand mounted on muslin.  **\$11.50**

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Catholic Education News

(Concluded from page 10A)

GREEK RITE SUPERINTENDENT

Rev. Daniel Medvecky, pastor of St. Mary's Church, Manville, N. J., has been appointed superintendent of the parish schools of the Diocese of Pittsburgh, Greek Rite, by Most Rev. Basil Takich, bishop of the diocese.

The Greek Rite Diocese of Pittsburgh includes parishes in all parts of the country. These parishes have 118 elementary schools with 11,190 pupils. Father Medvecky is the first superintendent of schools for this Greek diocese.

A PROPOSAL

The Queen's Work suggests canonical engagements as a substitute for hasty marriages in wartime. According to this plan, a couple sign a promise to wed each other at some future date. The contract is made in the presence of a priest and two witnesses and a copy deposited with the pastor of the girl's parish. Serious injury to either party invalidates the contract, which also may be dissolved by mutual agreement.

TYPEWRITING CONTESTS

The National Catholic High School Typists Association will conduct its usual annual contests—the Every Pupil Contest, March 11, 1943, and the Individual Contest, April 29.

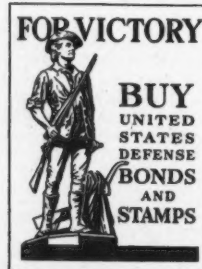
Information concerning the contests and concerning membership may be obtained from the director, Rev. Matthew Pekari, St. Joseph's College and Military Academy, Hays, Kans.

COMING CONVENTIONS

● Dec. 2-5. American Vocational Association, at Toledo, Ohio. L. H. Dennis, 1010 Vermont Ave., Washington, D. C., secretary. ● Dec. 26-29. Music Teachers National Association, at Cincinnati, Ohio. D. M. Swarthout, University of Kansas, Lawrence, Kans., secretary. ● Dec. 27-29. American Catholic Sociological Society, at Cleveland, Ohio. Rev. Ralph A. Gallagher, S.J., Loyola University, Chicago, Ill., secretary. ● Dec. 28-30. American Catholic Philosophical Association, at Notre Dame, Ind. Rev. Charles A. Hart, Ph.D., Box 176, Catholic University, Washington, D. C., secretary. ● Dec. 28-Jan. 2. American Association for the Advancement of Science and Associate Societies, at New York, N. Y. Dr. F. R. Moulton, Smithsonian Institution Bldg., Washington, D. C., secretary. ● Dec. 29-31. American Catholic Historical Association, at Columbus, Ohio. Rev. John Tracey Ellis, Catholic University, Washington, D. C., secretary. ● Dec. 29-31. Modern Language Association of America, at New York, N. Y. Prof. Percy W. Long, 100 Washington Square, E., New York City, secretary.

STATE ASSOCIATION MEETINGS

● Illinois Education Association, at Springfield, Dec. 28-30. Irving F. Pearson, 100 East Edwards St., Springfield, secretary. ● Southern Illinois Education Association, at Carbondale, Nov. 3. Mrs. G. A. Smith, Cache, secretary. ● Illinois University—High School Conference, at Urbana, Nov. 6-7. Arthur W. Clevenger, 209 Administration Bldg., University of Illinois, Urbana, director. ● New England Association of Colleges and Secondary Schools, at Boston, Mass., Dec. 4-5. George S. Miller, Tufts College, Medford, Mass., secretary. ● New York State Vocational Association, at Syracuse, Dec. 29-31. Roy F. Johncox, 2 Saratoga Ave., Rochester, N. Y., secretary. ● Pennsylvania State Education Association, at Harrisburg, Dec. 28-30. H. E. Gayman, 400 North Third St., Harrisburg, secretary.



New Books

(Continued from page 11A)

Essays on Catholic Education in the United States

Ed. by Roy J. Deferrari. Cloth, 568 octavo pages. \$4.50 plus postage. The Catholic University of America Press, Washington, D. C., 1942.

A collection of essays by priests, religious, and lay persons which set forth and clarify the various phases of Catholic education—fundamental principles, divisions, professional, special, and for special groups. Every student of educational history and educational problems will wish to read these essays by specialists in their various fields. Hence the book is one of those that "must" be in every educational library.

The Spanish-American Song and Game Book

Cloth, 8 by 9 in., 87 pp., illustrated. \$2. A. S. Barnes & Co., New York, N. Y.

This volume has been compiled by the workers of the Writer's Music and Art Program of the Work Projects Administration of the State of New Mexico. It presents a part of the folklore of America and its three parts are intended for children 5 to 7, 8 to 10, and 11 to 14, respectively. All games and songs are illustrated and accompanied by music. The book is printed both in Spanish and English. It ought to contribute to the promotion of the "good neighbor" policy.

—K. J. H.

The Solution Is Easy

By Mark Schmid, O.S.B., Ph.D. Cloth, xii-181 pp. \$2. Frederick Pustet Co., Inc., New York, N. Y.

The author of this book has attempted to present simply an understandable explanation of the main problems of life. His basis is the scholastic philosophy. He discusses first the story of scholastic philosophy and second the neo-scholastic views of major philosophical problems.

This reviewer does not feel that the author has entirely succeeded in writing a "philosophy for the millions." He does seem at times to take certain things for granted and to miss on adequate explanation. On the other hand, the book is, on the whole, readable and understandable and will, undoubtedly, as the foreword states, "disarm the prejudice of those who think [philosophy] too deep a subject for the ordinary mind to grasp."

Catholic Colleges and Schools in the U. S.

The 1942 series issued by the National Catholic Welfare Conference, 1312 Massachusetts Ave., N.W., Washington, D. C.

The complete volume of statistics, including a list of colleges and high schools and special schools, according to the census of 1940, is available in cloth binding at \$2.50. Directory Pamphlet, paper, \$1.75; Seminaries, 25 cents; Universities, Colleges, and Normal Schools, 25 cents; High Schools, Academies, Elementary Schools, and National Summary, 25 cents.

A Chronological Harmony of the Gospels

By Stephen J. Hartdegen, O.F.M. Cloth, xxv-220 pp. Price, \$2.50. St. Anthony Guild Press, Paterson, N. J.

This book provides a complete chronological analysis of the books of the New Testament. Complete indexes to each evangelist, an index of titles and incidents in the life of Christ make the book particularly valuable for students and preachers.

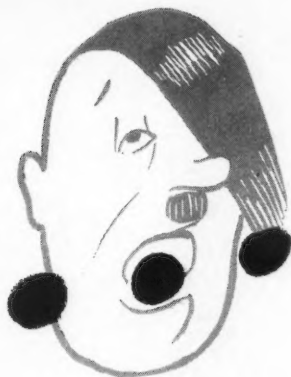
Administering Library Service in the Elementary School

By Jewell Gardiner and Leo B. Baisden. Cloth, 162 pp. \$2.25. American Library Association, Chicago, Ill.

This book co-ordinates the work of the teacher who brings books to the attention of children in the grades, of the librarian who conducts the library of the school, and of the administrator who is responsible for the smooth functioning of the school. The viewpoint is that of the public school.

Addresses and Sermons by His Excellency The Most Rev. Amleto Giovanni Cicognani

Cloth, 404 pp. St. Anthony Guild Press, Paterson, N. J.



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By Frank A. Reilly. Cloth, \$1. Farrar & Rinehart, Inc., New York, N. Y.

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The Catholic Pattern

By Thomas F. Woodlock. Cloth, ix-201 pp. \$2. Simon & Schuster, Inc., New York, N. Y.

This is a confession of faith, written by a cultured newspaperman for American lay people. It sets up a complete pattern of Christian life for

the individual, the community, the state. Educators will be particularly interested in the chapter on the "metaphysical apostasy" which discusses the effects of Dewey's philosophy on American education.

Social Theories of the Middle Ages

By Bede Jarrett, O.P. Cloth, ix-280 pp. \$4. The Newman Book Shop, Westminster, Md.

This is a very welcome reprint of a most important study of the political and economic ideas of the centuries between 1200 and 1500. The publishers are to be commended for their real service to Catholic scholarship.

A Philosophy of Christian Education

Paper, 125 pp. American Catholic Philosophical Association, Western Division, San Francisco, Calif.

This report of the proceedings of the Fourth Regional Convention of the American Catholic Philosophical Association includes nine papers. It is a valuable contribution to the development of a balanced philosophy of education in a democracy where God is recognized as the creator and ruler of the universe.

(Concluded on page 15A)



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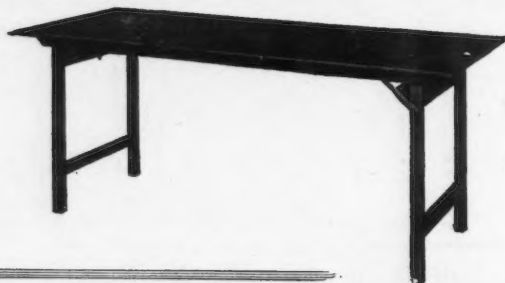
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New Books

(Concluded from page 13A)

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By Carol Hovious and Elga M. Shearer. Cloth, 474 pp. \$1.60. D. C. Heath and Co., Boston, Mass.

"A basal reader for the sixth grade . . . to help the pupil reach his maximum growth in reading."

The book certainly will appeal to the pupils, especially boys. The subject matter is of the modern human-interest type, dealing with such subjects as the Pony Express, working in the air, exploring the Carlsbad Caverns, making your own job. If anyone were inclined to doubt the authors' statement that pupils helped to choose the articles, a mere glance through the table of contents would dispel the doubt.

In connection with each selection are brief "conversations" between the authors and the reader, by means of which the pupil learns how to overcome his defects and progress toward the goal of perfect reading. Part V called the "Word Parade" includes a study of the vocabulary of the individual lessons and a dictionary of the words used in the book.

Watch and Pray

By J. E. Moffatt, S.J. Imitation leather, 120 pp. \$1.25. The Bruce Publishing Co., Milwaukee, Wis.

In the 12 chapters of this book (one for each month of the year) there is presented food for thought on the subject of death. The matter is first presented in the form of spiritual reading. Then, at the end of each chapter there is a brief outline arranged with preludes and points for the convenience of those who wish to use the matter for meditation. The work has been prepared primarily for the use of religious communities, both of men and women, on their monthly *Day of Recollection*.

Pudsy Kelly's Follower

Verses by Hanky Poo. Cloth, ix-78 pp. \$1. St. Anthony Guild Press, Paterson, N. J.

This collection of humorous and serious poems reflects Father O'Connor's steady growth as a poet of American Catholic life. The American qualities and the understanding of average Catholic life as it is lived in the families makes the book attractive.

Virgin Soil

By Sister M. Regis. Cloth, 176 pp., illustrated. \$2. Christopher Publishing House, Boston, Mass.

Sister Regis has given us in one small book a biography of Elizabeth Bayley Seton, an account of the founding of the Sisters of Charity by Mother Seton, and, to name the main purpose of the book, a record of the beginning of the American Catholic parochial school system. The author proves from simple facts what other authorities, whom she quotes, have asserted; namely, that Mother Seton became the founder of the parochial school system when she opened her free school for the parish at Emmitsburg, Md., in 1810.

Catholicism As Creed and Life

By J. Elliot Ross. Paper, 90 pp. 50 cents. The Devin-Adair Co., New York, N. Y.

A summary discussion of the Catholic Faith and Catholic principles of life. The book is written with the usual tact and vigor of Father Ross's other apologetic books.

Draw Near to Him

By Sister Mary Aloysi Kiener, S.N.D. Cloth, 165 pp. \$1.50. Frederick Pustet Co., New York, N. Y.

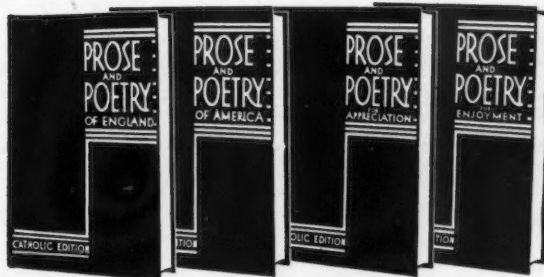
Religious will welcome this collection of brief meditations on (a) the blessing of our Lord's presence in the Blessed Sacrament, (b) the necessity of a spiritual Calvary in life, and (c) the importance of sacrifice in the true religious.

Blessed Are They That Hunger

By Rev. Richard Grafe, C.S.Sp. Cloth, 175 pp. \$2. Frederick Pustet Co., Inc., New York, N. Y.

This book of meditations, translated from the German, has as its central theme faith, and seeks to simplify and make lovable the presence of God

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The River Book

By John Y. Beaty. Cloth, 256 pp., illustrated. 90 cents. Beckley-Cardy Co., Chicago, Ill.

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Twenty Modern Americans

By Alice Cecelia Cooper and Charles A. Palmer. Cloth, x-404 pp. \$1.32. Harcourt, Brace & Co., New York, N. Y.

The author presents 20 brief and chatty biographies intended to provide a glimpse of American life and of outstanding characters in various fields of activity. Among the popular names dealt with are Will Rogers, Amelia Earhart, Jane Addams, Helen Wills, Pearl S. Buck, Walt Disney. But the author also tells the life's story of such men as Oliver Wendell Holmes, Charles P. Steinmetz, William Allen White, Walter P. Chrysler, the Mayos, etc.

The purpose of the volumes is to describe successful careers as exemplified in this country and to deal with men and women of a present day rather than with those of a past day.

Princess Poverty

By Sara Maynard. Cloth, 157 pp., \$2. Longmans, Green & Co., New York, N. Y.

This is the story of two great saints, St. Francis and St. Clare of Assisi who by their example of living in honorable poverty influenced thousands of people throughout Europe. Young readers will enjoy these biographies of the founder of the Franciscans and the foundress of the Order of the Poor Clares.

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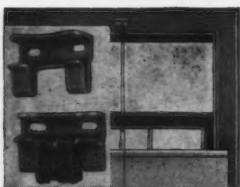
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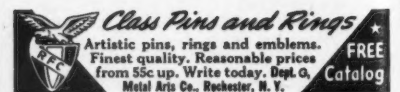
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33

on us. For Thou only art holy: Thou only art the Lord: Thou only, O Jesus Christ, art most high, together with the Holy Spirit ✠ in the glory of God the Father. Amen.

The Priest kisses the Altar, and, turning to the people, says:

P. The Lord be with you.
S. And with thy spirit.



At the right side of the Altar he says:

P. Let us pray.

PRAYER

● Turn to — PRAYER — Today's Mass. ●

After having read the Prayer, follow the ARROW (→) and continue to read Epistle, Gradual, Alleluia or Tract.

The Priest returns to the center of the Altar and, bowing down, says:

Prayer: CLEANSE MY HEART

CLEANSE my heart and my lips,
O Almighty God, who didst cleanse the lips of the Prophet Isaias with a burning coal; and vouchsafe, through Thy gracious mercy, so to

Illustrating actual page of "I Pray the Mass."